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ABSTRACT

This investigation was designed to provide the data to be used in a preliminary evaluative description of New York City's expanded prekindergarten and kindergarten programs funded under Title I. Data were collected from 20 randomly selected kindergarten classes in ten schools and ten prekindergarten classes in six schools through the use of classroom observation and questionnaires given to school personnel, teachers, principals, and supervisors. No control groups were used. Study objectives were to determine the extent to which the expanded prekindergarten and kindergarten programs (a) provided opportunities for skill development and the environment to succeed necessary to assure later progress in school; (b) provided a program for identifying physical and emotional health needs of the disadvantaged child; and (c) developed interest and participation of parents and community leaders. It was found that, in the context of the demands of compensatory education, both programs provided opportunities for intellectual and experiential stimulation, but there was little assurance that such opportunities were being used to the best advantage. Recommendations for improvement of the curricula and quality of instruction through carefully structured inservice training and suggestions for further research are made. Numerous tables illustrate the data collected. Appendices include information on and materials used in the data collection. (ED)

1

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THE EXPANSION OF KINDERGARTEN INSTRUCTION AND PREKINDERGARTEN PROGRAMS IN DISADVANTAGED AREAS OF NEW YORK CITY

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August 31, 1966

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TABLE OF CONTENTS

Chapter Topic Page

I THE PROBLEM AND PROCEDURES 1
  Specific Problems 1
  Procedure in Collecting Data 2
    The Setting 2
    The Observers 2
    The Subjects 2
  The Measuring Instruments 3
    The Classroom Observation Guide 3
    The School Personnel Questionnaires 4
    The Teacher Questionnaire 5
    The Principal Questionnaire 6
    The Supervisor Questionnaire 6
  Results: The Treatment of the Data 6
  Statistical Procedures 6

II PRESENTATION OF THE DATA 8
  Classroom Environment 8
  Opportunities for Intellectual Growth 19
  Equipment, Materials, Space and Their Use 30
  Class Size and Composition 38
  School Personnel and Parents 47
    School Personnel 48
    Supervision of the Expanded Prekindergarten Programs 59
    Supervision of the Expanded Kindergarten Program 60
    Parent School Relations 66
  Open-ended Observer Guide and Principal and Supervisor Questionnaire Items 70
    Most Effective Aspects of the Programs Observed 71
    Most Ineffective Aspects of the Programs Observed 76
    Most Needed Changes for Effective Programs 80
  The General Rating Scales and the Rating of the Overall Observation 91
    The General Evaluative Scales 91
  Assessment of Adequacy 97

III CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH 102
    Recommendations for In-Service Training 103
    Recommendations for Further Research 104

APPENDIX I 105
APPENDIX II 106
APPENDIX III 109
APPENDIX IV ....
  Observation Instructions
  Teacher Questionnaire
  Principal Questionnaire
  Supervisor Questionnaire
  Partial Bibliography 112
APPENDIX V 113

LIST OF TABLES

Number	Title	Page
1	How Many Children In Your Group Were Below Average In Overall Development (Language, Motor, Emotional, Social) for a Four Year Old?	8
2	Children Are Free from Strain; Smile or Laugh, and Chatter	9
3	Children Are Actively Engaged In Some Satisfying Activity	10
4	Children Participate In Planning Play Experiences With the Opportunity for Self-Selection of Activities	11
5	Child-Child Communication Is Active, Vital and Flowing	12
6	Teachers (Other Adults) Utilize Classroom Living Procedures and Attitudes to Foster Sharing, Acceptance of Rights and Responsibilities of Self and Others	13
7	Children Are Given Responsibility for Routine Activities (Clean-up, Watering Plants, Pouring Juice, Serving Cookies, etc.)	14
8	Teachers (Other Adults) Ask Questions That Stimulate and Foster Comprehension; Children Respond	15
9	Child-Teacher (-Adult) Communication Is Free and Open, Without Apparent Hesitation and Restriction	16
10	Teacher's Active Guidance	17
11	Restrictive Teacher Contacts (Essentially Dominative, Controlling)	18
12	Teachers (Other Adults) Use Incidental and Planned Experiences to Develop Observation and Related Verbalization	20
13	Teachers' (Other Adults') Responses and Gestures Indicate That They Are Listening To Child and Understand What He Is Saying	21
14	How Many Children In Your Group(S) Entered Without English, or With Severe Retardation In Language Development?	22

Number	Title	Page
15	Teachers (Other Adults) Give Specific Attention To Language Development of Non-English Speaking Children (Identifying By Name Some Things With Which They Are Playing, Encouraging Child to Provide Name In Native Tongue, Supplying Words To Describe Sensory Experiences, etc.)	23
16	Teachers (Other Adults) Structure Experiences That Focus Upon the Children's Own and Differing Environment (Pictures, Discussion, Trips, Guests)	24
17	Teachers (Other Adults) Take Advantage of On-going Classroom Activities To Build Understanding of Basic Mathematical Concepts	25
18	Teachers (Other Adults) Structure Specific Group Activities To Develop Mathematical Concepts	25
19	Teachers (Other Adults) Structure Specific Group Activities To Develop Science Concepts	26
20	Use of Literature In a Way That Creates Enthusiasm and Enjoyment of Literature	27
21	Use of Art Experiences To Explore Media Independent of Adult Intervention and Qualitative Judgment	28
22	Teachers (Other Adults) Guide Children in Finding Satisfaction and Pleasure in Music	28
23	Play Materials in Use Are Suitable To Age Level of the Children	30
24	Play Materials Are Easily Accessible and In Good Condition for Use	31
25	Use of Play Space Available	32
26	Equipment In Use During Observation (Prekindergarten)	33
27	Equipment In Use During Observation (Kindergarten)	34
28	Range of Content of Play Activity	35
29	Time Spent In Whole Group Activities	36
30	Character of Transitions (Play To Clean-up, Clean-up to Snack Time, etc.)	37
31	Teacher Flexibility (In Routine Activities, Arrangement of Furniture, Use of Materials, etc.)	37

Number	Title	Page
32	Number of Children Present	38
33	Number of Children Absent	39
34	Number of Children Currently On Class Register	40
35	Average Daily Attendance	40
36	Number of Mentions of Different Kinds of Prolonged Illness	41
37	Number of Mentions of Family Problems Causing Absence from School	41
38	Number of Children Who Left the Group	42
39	Reasons for Children Leaving the Group	43
40	Number of Children Having Siblings In the School	44
41	Number of Non-English-Speaking Children Entering the Programs	44
42	Ethnic Composition of Expanded Prekindergarten and Kindergarten Classrooms In the Sample	45
43	Criteria for Selection of Children into the Prekindergarten and Kindergarten Programs	46
44	Description of Staff Age	48
45	Number of Years Taught At the Early Childhood Level	48
46	Description of Staff: Marital Status	50
47	Number of Adults Present In the Classroom During the Observation	50
48	Teacher Judgment of Competency of Nonprofessional Staff	52
49	Highest College Degree Obtained	56
50	Major Area of College Degree	56
51	Types of In-Service Training and Frequency of Mention	57
52	Teacher Reports of In-Service Training: Type of Training and Number Reporting	58
53	Frequency of Supervisory Versus Administrative Tasks Reported By Supervisors and Principals of Expanded Prekindergarten and Kindergarten Programs	60

Number	Title	Page
54	General Administration Tasks Reported By Supervisors and Principals of Expanded Prekindergarten Programs	62
55	General Administration Tasks Named By Supervisors and Principals of Expanded Kindergarten Programs	63
56	General Supervision Tasks Reported By Supervisors and Principals of Expanded Prekindergarten Programs	65
57	General Supervision Tasks Named By Supervisors and Principals of Expanded Kindergarten Programs	66
58	Activities and Programs Involving Parents	67
59	Parents Asked and Attending Parent Conferences	68
60	Parent Involvement In Program: Incidents Reported Indicating Changed Expectations	69
61	Parents Assume Responsibility for Getting Children To School: Provision for Escort Service	69
62	Most Effective Aspects of Prekindergarten Programs Observed	71
63	Most Effective Aspects of Kindergarten Programs Observed	73
64	Summary of Most Effective Aspects of Prekindergarten and Kindergarten Programs Observed	75
65	Most Ineffective Aspects of Prekindergarten Programs Observed	76
66	Most Ineffective Aspects of Kindergarten Programs Observed	78
67	Summary of Most Ineffective Aspects of Prekindergarten and Kindergarten Programs Observed	79
68	Most Needed Changes To Have a More Effective Prekindergarten Program	80
69	Most Needed Changes To Have a More Effective Kindergarten Program	82
70	Summary of Most Needed Changes To Have More Effective Prekindergarten and Kindergarten Programs	85
71	Principal and Supervisor Opinions About Factors Contributing To the Success of the Prekindergarten and Kindergarten Programs	86

Number	Title	Page
72	Problems Preventing Development of Most Effective Prekindergarten or Kindergarten Possible	88
73	General Rating of Play Experience	92
74	General Rating of Language In the Classroom	93
75	General Rating of Instruction In Content Areas	94
76	General Rating of Classroom Management	95
77	General Rating of Overall Observation	96
78	The Reliability of the Mean of Five Evaluative Ratings Assigned Five Teachers by Five Observers In Three Separate Analyses	105

CHAPTER I

THE PROBLEM AND PROCEDURES

This investigation was designed to provide data to be used in a preliminary evaluative description of New York City's expanded prekindergarten and expanded kindergarten programs, funded under Title I of the Elementary and Secondary Education Act of 1965.

Specific Problems

Objectives selected from the goals of the expanded prekindergarten and expanded kindergarten programs, as stated in the program description supplied by the Center for Urban Education, constitute the major foci of this investigation. An attempt was made to assess the extent to which the expanded prekindergarten program:

A) provides five-year-old children from disadvantaged homes the opportunity to develop the basic experiences, concepts, and listening-speaking skills fundamental to later good progress in school;

B) provides an environment in which the children will have opportunities to succeed, to receive approval, to obtain equal satisfaction, and to adopt a positive attitude toward school and learning; and,

C) provides a program for identifying and in some cases treating the urgent health needs of disadvantaged children, both physical and emotional.

D) develops programs with parents and community leaders which will develop support of the school's program and faith in the children's ability to make progress.

Further, this investigation attempts to assess the extent to which the expanded prekindergarten program:

A) provides greater opportunities for intellectual growth through development of listening-speaking skills, first-hand experiences in experimentation with materials and equipment;

B) improves social and emotional adjustment by helping the children obtain a positive self-image aiding in the creation of sound attitudes to school and learning; and,

C) increases interest of parents in their children's school progress and parental confidence in their children's ability to succeed.

Procedure in Collecting Data

The Setting

The observational data were collected in June 1966 in Public School classrooms in New York City during regular class sessions. The design of this study required, in addition to observational data, the administration of questionnaires to the teachers who were observed, their supervisors, and their principals.

The Observers

The observers participating in this study were selected by the Center for Urban Education personnel or by Lawrence V. Castiglione and Mary Wilsberg, research coordinators of the expanded kindergarten and expanded prekindergarten projects respectively. The research coordinators used the following criteria to select the observers: 1) only observers who showed demonstrative competence in the use of empirically based observational techniques or whose practical experience in Early Childhood Education and knowledge of relevant variables were such that they were deemed experts were chosen for participation in this study; 2) only observers who were professional educators were selected for participation in this study. This was a precaution against the possibility of using observers who would have required extensive pretraining or familiarization. Prior to collecting data, several meetings were held with the observers. These meetings aided in developing the observation guide and provided a common orientation.

The Subjects

A sample of twenty classes in ten schools were randomly selected from a list of sixty-one classes in thirty-eight schools comprising all expanded kindergarten classes in New York City receiving Title I funds. Similarly, for the prekindergarten, a sample of ten classes in six schools were selected from the total pool of 182 classes in 124 schools. Teachers, supervisors, and principals of the classes thus selected make up the sample used in this study. The list of classes and schools receiving Title I funds were supplied by Rebecca Winton of the New York City Board of Education. The result of this procedure was a sample of ten prekindergarten teachers, twenty kindergarten teachers, six prekindergarten principals, and ten kindergarten principals. In several instances, principals served as supervisors and, with the exception of one case, this was treated by having the principals respond to both the principal and supervisor questionnaire.

The investigators are aware that the prekindergarten sample is inadequate. The size of the sample was dictated by two factors: 1) the number of observations that observers were able to make and 2) the short period of time available for observations.

Circumstance did not permit observation of a control or comparison group. Thus, these data do not admit comparison to a criterion group or, because of the small sample size, comparison to each other. Nontheless, it is hoped that this report may provide baseline data for a subsequent experimental evaluation of the programs under investigation.

The Measuring Instruments

The Classroom Observation Guide

A review of the literature did not reveal an instrument adequate to meet the needs and goals of this investigation. The task of rapidly developing such an instrument fell to the present writers in collaboration with the team of observers (see Appendix I).

The classroom observation guide was designed to focus the observer's attention and to gather data on teacher and pupil behavior pertinent to the goals of the kindergarten and prekindergarten programs. The guide contains four major areas. They are: 1) the nature of play experience and activities; 2) verbal behavior (language in the classroom); 3) aspects of instruction in several content areas; and, 4) classroom management. In addition, an item calling for an overall evaluative rating of the observation was included.

All scaled items used a five-point graphic rating scale. The direction of the scale was randomly assigned in an attempt to minimize response bias as well as to focus rater attention. Space was provided beneath each item for the observers to briefly indicate the basis for their responses and any other data that, although not specifically required, may have had an influence on what was observed. Further, four open-ended questions regarding 1) the most effective aspects of the program observed, 2) the most ineffective aspects of the program observed, 3) the most needed changes in the program, and 4) additional comments were included in the hope of obtaining data of heuristic value.

The School Personnel Questionnaires

The stated goal of the projects (see page 1) served as a guide to developing major areas of inquiry. The specific items were suggested through interviews with teachers, principals and supervisors participating in the expanded kindergarten and prekindergarten programs. Board of Education staff interviewed in the schools were excluded from the list from which the final samples of classes was drawn.

It was thought that open-ended items should be included in order to elicit information useful for identifying problems for further inquiry, as well as providing a means of collecting data with regard to the perceived successes and failings of the programs. In addition, participating teachers were paid for their time spent in filling out the questionnaires, in order to maximize the likelihood of full and complete returns The following directive was sent to all schools:

(General Circular No. 19):

ITEM 8. Cooperation with the Center for Urban Education.

> The Board of Education of the City of New York has contracted with the Center for Urban Education to conduct studies of research and evaluation of projects supported by federal funds authorized under Title I, Elementary and Secondary Education Act. In order to accomplish this work it will be necessary to visit schools, collect data from school records, conduct interviews, obtain answers to questions, and perform other functions of educational research and evaluation. All principals and other members of the teaching and supervisory staff are requested to cooperate fully with members of the staff of the Center for Urban Education. Every effort is being made to reduce all evaluation activities to the minimum consonant with the requirements of the Elementary and Secondary Education Act. The Center for Urban Education will provide all clerical services required in its activities.
>
> Very truly yours,
>
> JOHN B. KING
> Deputy Executive Superintendent

PS 007414

The Teacher Questionnaire

The teacher questionnaire (see Appendix II), consisting of thirty-one open-ended and specific items, was constructed by the present investigators in order to yield information in four domains: 1) staff personnel, 2) attendance, attrition, and health records, 3) class structure, and 4) parent cooperation.

The Principal Questionnaire

The principal questionnaire (see Appendix III), consisting of several open-ended and one specific item, was designed to elicit general information regarding: 1) the staff, 2) the role of the principal, and 3) opinions regarding the effectiveness of the program.

The Supervisor Questionnaire

The supervisor questionnaire (see Appendix IV) consisted of items designed, as were those in the principal's questionnaire, to elicit general information regarding the role of the supervisor, in-service training, parent activities, opinions about staff competency, and factors contributing to the effectiveness or the lack of desired effectiveness of the programs.

Results: The Treatment of the Data

This section presents the statistical treatment of the data of this investigation. First, the statistical procedures employed in the analysis of the data are outlined. Second, the analysis and discussion of the data are presented. Third, the statistical characteristics of the observer guides ~~or~~ are reported. The reliability of averaged ratings is reported in Appendix V, p. 137.

Statistical Procedures

In order to determine the status of the variables under investigation, the means, medians, standard deviations and ranges of relevant items in the observation guides and teacher questionnaires were computed and are reported. The relations between scales were determined by means of Pearson's product-moment coefficient of correlation. All correlations are based upon the combined prekindergarten and kindergarten samples. Critical r equals .361 at the .05 level of significance and .436 at the .01 level of significance for a two-tailed test with twenty-eight degrees of freedom.

CHAPTER II

PRESENTATION OF THE DATA

Classroom Environment

In the following section data collected on behavior relevant to aspects of the psychological climate found in classroom samples is presented and discussed. The behaviors selected for observations have been found to be relevant to the determination of students' attitudes toward school and learning, their social and emotional development, and their self-perceived competency. A child's educational attitude and self-concept are widely held to function as forces in a field rather than as discrete and independent phenomena. Thus opportunities for success, receiving approval from others, and the student's interpersonal psychological development should be thought of as interactive.

TABLE 1

HOW MANY CHILDREN IN YOUR GROUP WERE BELOW AVERAGE IN OVERALL DEVELOPMENT (LANGUAGE, MOTOR, EMOTIONAL, SOCIAL) FOR A FOUR YEAR OLD?

	Expanded Prekindergarten	Expanded Kindergarten
N Classes =	14	39
Mean	5.57	5.65
SD	4.12	4.47
Range	0-14	0-20

Class registers for prekindergartens ranged from 13 to 16; for kindergartens, 13-40. The data of Table 1 reveal that teachers perceive that a substantial number of pupils are below average in their overall development. This item refers to children who are below average in several areas. Thus, the data above refers to the more severely retarded children. Clearly the need for a program capable of compensating for their inadequacies is needed.

TABLE 2

CHILDREN ARE FREE FROM STRAIN; SMILE OR LAUGH, AND CHATTER

5	4	3	2	1
very frequently	usually	occasionally	seldom	never

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	4.4	~~4.5~~ 4.15	4.23
SD	.64	.65	.67 ~~.66~~
Range	3-5	3-5	3-5

Inspection of Table 2 reveals that children in both the prekindergarten and kindergarten programs have been observed to exhibit behavior consonant with sound psychological development. Characteristic behaviors of normal, happy, children are evident in the classroom. The gross symptoms of poor classroom climate are, if not wholly absent, at least not the norm. Presumptive evidence of the conceptual validity of this scale is evident in that it correlates .685 with the overall rating of classroom management, -.656 with frequency of restrictive teacher contacts, .641 with the overall rating of play experience, and .637 with frequency of children participating in planning play and opportunities for self-selection of activities

TABLE 3

CHILDREN ARE ACTIVELY ENGAGED IN SOME SATISFYING ACTIVITY

5	4	3	2	1
very frequently	usually	occasionally	seldom	never

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	4.1	3.75	~~3.86~~ 3.87
SD	.94	.83	.88
Range	2-5	2-5	2-5

Inspection of the data of Table 3 reveals that in this more specific aspect of classroom climate there is somewhat greater variability in the frequency with which children engage in satisfying activities. This item is highly correlated with the frequency of extensive teacher contact (.801). The frequency with which teachers' behavior indicates attention and comprehension of children's statements correlates .773 with the item (Table 3) above. The overall rating of classroom management and frequency of restrictive teacher contacts correlates .689 and -.643 respectively with the frequency of pupils engaging in satisfying activities.

The next question relates to the opportunity afforded children in these programs for selecting their own activities, an activity held to be related to ego development.

TABLE 4

CHILDREN PARTICIPATE IN PLANNING PLAY EXPERIENCES WITH THE OPPORTUNITY FOR SELF-SELECTION OF ACTIVITIES

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.4	3.10	3.20
SD	1.35	1.26	1.30
Range	1-5	1-5	1-5

The data of Table 4 suggest that this aspect of classroom behavior, thought to be related to the development of children's social behavior, is neither as consistent nor as frequent as should be expected in adequate early childhood programs. This rating correlates .649 with the general evaluation of classroom management, and .637 with the frequency with which children appear free from strain and smile, laugh, and chatter.

TABLE 5

CHILD-CHILD COMMUNICATION IS ACTIVE, VITAL AND FLOWING

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.60	3.70	3.67
SD	.91	.90	.89
Range	2-5	2-5	2-5

Inspection of Table 5 reveals that communication between children is also quite variable and less frequent than hoped for. This scale correlates .644 with the overall evaluation of the content aspects of the program and .626 with the frequency with which children are given responsibility for carrying out routine classroom activities.

Clearly, these behaviors felt to be important in the development of the child's social relations in school behavior are, if not neglected, at least not as consistent as we would wish. This interpretation is given tangential support from the data of Table 29, p. 36 showing that for over one-half of the total classroom time children are engaged in teacher-directed whole group activities. Such activities apparently are not being used to foster informal communication between children. The next item specified some of the on-going aspects of the classroom related to the variables mentioned above.

TABLE 6

TEACHERS (OTHER ADULTS) UTILIZE CLASSROOM LIVING PROCEDURES AND ATTITUDES TO FOSTER SHARING, ACCEPTANCE OF RIGHTS AND RESPONSIBILITIES OF SELF AND OTHERS

5	4	3	2	1
very frequently	usually	occasionally	seldom	never

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes -	10	20	30
Mean	3.3	2.85	3.00
SD	1.00	1.27	1.21
Range	2-5	1-5	1-5

Further evidence of the relatively limited social interactions of children is evident in Table 6. This scale correlates .657 with the overall rating of play experiences, .634 with the frequency with which teachers listen to and understand their pupils, .629 with the general evaluation of classroom management, and .626 with the observer's overall rating of the quality of each session observed.

Kinds of activity frequently encountered and used to develop responsibility and appropriate social interactions among pupils and staff are indicated in Table 7.

TABLE 7

CHILDREN ARE GIVEN RESPONSIBILITY FOR ROUTINE ACTIVITIES (CLEAN-UP, WATERING PLANTS, POURING JUICE, SERVING COOKIES, ETC.)

5	4	3	2	1
very frequently	usually	occasionally	seldom	never

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	2.90	3.05	3.00
SD	.83	1.02	.96
Range	2-4	1-5	1-5

Table 7 reveals that this common technique for fostering social responsibility and the experience of competency appears again to depend on the discretion of the individual teacher. Observers reported that routine housekeeping activities which should have been performed by the children, were often carried out by aides. In classrooms where children assumed responsibility for such activities, the observers found the quality of instruction, classroom management, and play experience to be substantially better. This is supported by correlations of .741 with the overall rating of the quality of content instruction, .698 with the overall rating of classroom management, .687 with the overall evaluation of the quality of play experiences, .679 with the overall quality of language used in the classroom, .618 with extensive teacher contact, and -.550 with restrictive teacher contacts. Related to the aspects of classroom activity discussed above and relevant to self-concept and formation of attitudes toward education, is the following data concerning teachers' interaction with children.

TABLE 8

TEACHERS (OTHER ADULTS) ASK QUESTIONS THAT STIMULATE AND FOSTER COMPREHENSION; CHILDREN RESPOND

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	2.2	2.05	2.70
SD	.81	2.42	1.13
Range	1-3	1-5	1-5

The data of Table 8 reveal one of the most frequently neglected aspects of teacher-child interaction. Observers mentioned that teachers commonly asked questions the children could not answer.

For example, a teacher may hold up a picture of a cow and ask, "What is this?" rather than telling the child, who may never have seen a cow, what it is. Should a child guess correctly, he is rewarded. Those who are unable to guess correctly are made to feel inadequate.

This scale correlates .757 with the frequency with which teachers used incidental and planned experiences to foster observation and related verbalization, and .604 with the general rating of the quality of content instruction.

TABLE 9

CHILD-TEACHER (-ADULT) COMMUNICATION IS FREE AND OPEN, WITHOUT APPARENT HESITATION AND RESTRICTION

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N. Classes =	10	20	30
Mean	4.3	3.5	3.76
SD	.64	1.16	1.08
Range	3-5	1-5	1-5

Inspection of Table 9 suggests that free and open communication between children and adults is quite variable. Such variability is scarcely desirable in such a crucial aspect of the kindergarten and prekindergarten program. This scale does not correlate significantly with the number of adults present in the classroom, .145, lending further support to the contention that the nonprofessional staff are not contributing to "... the development of more extended and accurate language." (Bloom, Davis and Hess, 1965, p.17)

Frequency of child-adult communication, however, is highly correlated with the frequency with which teachers listen to and understand children's communication (.734), and negatively correlated with the restrictive teacher contacts (-.781). It is positively correlated with the extensive teacher contacts (.771), and with the evaluation of the use of literature in the manner that elicits children's enthusiasm and enjoyment (.727). In addition, this scale correlates .706 with the overall evaluation of play experiences.

In evaluating the teacher's technique in teaching, the question is essentially, "Is the teacher actively guiding the learning of children or are her contacts generally restrictive?" Extensive teacher contacts are the focus of Table 10. Table 11, Restrictive Teacher Contacts, deals with essentially dominative and controlling interaction.

TABLE 10

TEACHER'S ACTIVE GUIDANCE

A TEACHER MAY BE DESCRIBED AS GIVING ACTIVE GUIDANCE WHEN SHE IS A WARM FRIEND, GUIDER, ACTIVELY PARTICIPATING IN THE CHILD'S PLAY AS AN ACTIVE, INTERESTED ADULT. (THOMPSON, G.G. in Gage, 1963)

EXTENSIVE TEACHER CONTACTS (ESSENTIALLY INTEGRATIVE)

(GIVING INFORMATION; GIVING HELP AND APPROVAL WITHOUT INTERFERING; ASKING LEADING QUESTIONS; MAKING SUGGESTIONS; STRUCTURING SITUATIONS WITH EMPATHY AND IMAGINATION; BEHAVING IN FRIENDLY MANNER)

5	4	3	2	1
very frequently	usually	occasionally	seldom	never

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.6	3.35	3.43
SD	.80	1.23	1.11
Range	2-4	1-5	1-5

The data presented in Table 10 above and in Table 11 to follow are considered by the present writers to be a meaningful and significant indicant of adult-child interaction. The observed frequency of extensive teacher contacts correlates .870 with the frequency with which the teacher listens to and understands children, .801 with the frequency with which children are engaged in satisfying activities, -.793 with restrictive teacher contacts, .716 with the overall evaluation of play experiences, and .771 with free and open communication between children and teachers.

Clearly there is excessive variability around a middling frequency of active guidance. One would expect that the characteristic behavior should be extensive, rather than restrictive. Restrictive teacher contacts are less frequent than extensive teacher contacts but, nevertheless, are observed altogether too often.

TABLE 11

RESTRICTIVE TEACHER CONTACTS (ESSENTIALLY DOMINATIVE, CONTROLLING)

(STOPS UNDESIRABLE BEHAVIOR; TREATS BEHAVIOR IN STERN FASHION; IGNORES CHILD'S APPROACH OR REJECTS CHILD; INTRUDES ON CHILD'S SOLVING HIS OWN PROBLEMS)

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	2.5	2.75	2.66
SD	.80	1.33	1.19
Range	1-4	1-5	1-5

Inspection of Table 11 reveals that essentially dominative and controlling teacher behavior

occurs with sufficient frequency to make it a problem. This scale is negatively correlated with the frequency of free and open child-teacher communications (-.781), with the general rating of play experiences (-.695), and with the frequency with which teacher listens and understands children (-.755).

Further, this scale correlates -.643 with the frequency with which children are engaged in satisfying activities, and -.656 with the frequency with which children appear to be free from strain--smile, laugh, and chatter. One interpretation that may be offered is that the extent to which a teacher is restrictive or extensive in her contacts with children is one of the prime determinants of the experiential quality of that classroom to the student.

Opportunities for Intellectual Growth

Bloom, Davis, and Hess (1965, pp. 17-18), recommend that;

> Nursery schools and kindergartens should be organized as to provide culturally deprived children with the conditions for their intellectual development and the learning-to-learn stimulation which is found in the most favorable home environments. Such nursery schols and kindergartens should be very different from the nursery schools and kindergartens commonly used for middle-class children. These nursery schools and kindergartens must systematically provide for the intellectual development of the child. Such learning can take place through games, concrete materials, blocks, toys, objects in dramatic play.
>
> The adult teachers must provide a supportive structured environment in which being read to, music and art, are enjoyable social experiences for the children. Specifically, the primary tasks of these nursery schools and kindergartens should be to provide for:
>
> a) stimulation of children to perceive aspects of the world about them and to fix these aspects by the use of language;
>
> b) development of more extended and accurate language;
>
> c) development of a sense of mastery over aspects of the immediate environment and enthusiasm for learning for its own sake;
>
> d) development of thinking and reasoning and the ability to make new insights and discoveries for oneself;

e) development of purposeful learning activity and the ability to attend for longer periods of time.

The goals of the extended kindergarten and extended prekindergarten programs are congruent with those recommendations. In the following section, data relevant to those aspects of the instructional content of the programs that affect children's intellectual growth are presented.

TABLE 12

TEACHERS (OTHER ADULTS) USE INCIDENTAL AND PLANNED EXPERIENCES TO DEVELOP OBSERVATION AND RELATED VERBALIZATION

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	2.6	2.35	2.43
SD	1.11	1.35	1.28
Range	1-5	1-5	1-5

The data of Table 12 above suggest that an important technique for achieving one of the central goals of both the prekindergarten and kindergarten programs is employed less frequently and less consistently than should be expected. Further, this scale correlates .757 with the frequency with which teachers, or other adults in the classroom, ask questions that stimulate and foster comprehension and to which the children respond. It may be that this rating is based primarily on planned experiences and that incidental experiences may seldom be used in the classroom. Should this be the case, teachers are not taking advantage of opportunities to use spontaneity in order to elicit and subsequently reinforce intrinsic motivation for learning. This is particularly important in light of the fact that teachers perceive only a small percentage of their students as retarded in language development, but characteristically exhibit behaviors that indicate that they do not very frequently listen to and understand the children's communications.

TABLE 13

TEACHERS' (OTHER ADULTS') RESPONSES AND GESTURES INDICATE THAT THEY ARE LISTENING TO CHILD AND UNDERSTAND WHAT HE IS SAYING

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.7	3.5	3.56
SD	.78	1.20	1.08
Range	2-5	1-5	1-5

The data of Table 13 indicate that there is greater variability in the frequency with which kindergarten teachers are observed to respond to children's communications in ways that indicated understanding. This scale appears to be exceptionally meaningful, both psychologically and educationally. It correlates .870 with extensive teacher contacts, -.755 with restrictive teacher contacts, .773 with the frequency with which children are observed to engage in satisfying activities, .756 with the observers' evaluation of the use of play space, .734 with the frequency with which child-adult communication is free and open, .822 with the overall evaluation of play experience, .742 with the overall evaluation of the use of language in the classroom, and .718 with the overall evaluation of classroom management.

TABLE 14

HOW MANY CHILDREN IN YOUR GROUP(S) ENTERED WITHOUT ENGLISH, OR WITH SEVERE RETARDATION IN LANGUAGE DEVELOPMENT?

	Expanded Prekindergarten	Expanded Kindergarten
N Classes =	14	39
Mean	.57	1.34
SD	.66	2.00
Range	0-2	0-9

The data of Table 14 reveal that teachers perceive only very few children, roughly one out of fifteen, as being severely retarded in language development upon entrance to the programs. If the teachers' perceptions, with respect to the incidence of language difficulty, are even relatively accurate, then either the target population for which the programs were intended are not being reached, or the assumption that preschool children in disadvantaged areas are retarded in language development is not warranted. In the opinion of the present writers, the assumption that teacher perceptions are accurate. is untenable.

TABLE 15

TEACHERS (OTHER ADULTS) GIVE SPECIFIC ATTENTION TO LANGUAGE DEVELOPMENT OF NON-ENGLISH-SPEAKING CHILDREN (IDENTIFYING BY NAME SOME THINGS WITH WHICH THEY ARE PLAYING, ENCOURAGING CHILD TO PROVIDE NAME IN NATIVE TONGUE, SUPPLYING WORDS TO DESCRIBE SENSORY EXPERIENCES, ETC.)

1	2	3	4	5
never	seldom	occasion-ally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	1.5	2.0	1.83
SD	.67	1.18	1.06
Range	1-3	1-4	1-4

The data of Table 15 above suggests that very little is being done to aid non-English-speaking students in overcoming their language difficulties. This seems to be a serious failing.

The scale has only one significant, although low [illegible] (.518), correlation and that with the size of child-child groups. This specific aspect of language development in the prekindergarten and kindergarten program seems to be wholly lacking.

TABLE 16

TEACHERS (OTHER ADULTS) STRUCTURE EXPERIENCES THAT FOCUS UPON THE CHILDREN'S OWN AND DIFFERING ENVIRONMENT (PICTURES, DISCUSSION, TRIPS, GUESTS)

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes -	10	20	30
Observed	4	7	11
Not Observed	6	13	19

Table 16 provides evidence that in two thirds of the extended prekindergarten program, teachers and other adults do not attempt to focus the class's attention on their common-shared experiences, or provide experiences with other and differing environments. Once again, this is not entirely satisfying and the data suggest that these aspects of the program should be expanded.

TABLE 17

TEACHERS (OTHER ADULTS) TAKE ADVANTAGE OF ON-GOING CLASSROOM ACTIVITIES TO BUILD UNDERSTANDING OF BASIC MATHEMATICAL CONCEPTS (ASKS "HOW MANY", "WHICH ONE"; ONE-TO-ONE CORRESPONDENCE -- ONE CHILD, ONE CHAIR, ONE COOKIE, ETC.; CALLS ATTENTION TO SETS OF OBJECTS AND CHILDREN, GEOMETRICAL SHAPES, AND CONTRASTS, SUCH AS BIG-LITTLE, HEAVY-LIGHT; ORDINALS: FIRST BLOCK, SECOND BLOCK, ETC.; GAMES, SUCH AS DOMINOES)

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	2.00	2.1	2.06
SD	.89	1.13	1.06
Range	1-3	1-5	1-5

Table 17 above presents data on the spontaneous use of basic mathematical concepts. This data indicates that, as with the spontaneous use of on-going classroom activities to develop observation and related verbalization, adaptive flexibility of teachers is not evident; thus spontaneity is far from being a characteristic means of enriching the program.

TABLE 18

TEACHERS (OTHER ADULTS) STRUCTURE SPECIFIC GROUP ACTIVITIES TO DEVELOP MATHEMATICAL CONCEPTS (USES NUMBER LINE TO FIND OUT HOW MANY; COUNTING FOR ATTENDANCE OR SNACKS; WEIGHING ANIMALS, ETC.)

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Observed	3	7	10
Not Observed	7	13	20

The data of Table 18 suggest that there is little planned instruction used to foster development of mathematical concepts. Other areas of instructional content fare little better. Table 19 below provides further evidence of general inconsistency in the quality of instructional content.

TABLE 19

TEACHERS (OTHER ADULTS) STRUCTURE SPECIFIC GROUP ACTIVITIES TO DEVELOP SCIENCE CONCEPTS (USE OF SIMPLE MACHINES TO DO WORK; EXPERIMENTS WITH PLANTS; FLOATING OBJECTS; MAGNETS; ETC.)

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Observed	2	5	7
Not Observed	8	15	23

Clerical error resulted in the omission of a scaled item on science similar to item 21 on mathematics in the Observer Guide. Thus, the only data related specifically to science in the curriculum is found in Table 19 above. This table reveals that more often than not specific group activities designed to develop the conceptual abilities of children with respect to science were not observed.

TABLE 20

USE OF LITERATURE IN A WAY THAT CREATES ENTHUSIASM AND ENJOYMENT OF LITERATURE (PICTURE STORYBOOKS, STORY-TELLING, POETRY, FINGERPLAY)

1	2	3	4	5
very poor	poor	average	good	excellent

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N classes	10	20	30
Mean	3.3	2.85	3.00
SD	1.10	1.19	1.18
Range	1-5	1-5	1-5

There is substantialvariability in the qualitatively judged use of literature in the classroom observed. This scale correlates .673 with the overall rating of play experience, .727 with the frequency of free and open child-teacher communication, and thus appears to represent an important aspect of the program. This scale correlates .663 with the general evaluation of the content area, and .616 with the frequency with which teachers guide children in finding pleasure in music.

TABLE 21

USE OF ART EXPERIENCES TO EXPLORE MEDIA INDEPENDENT OF ADULT INTERVENTION AND QUALITATIVE JUDGMENT

1	2	3	4	5
very poor	poor	average	good	excellent

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	4.00	2.95	3.43
SD	.77	2.43	1.46
Range	3-5	1-5	1-5

There appears to be substantially more variability in the evaluative rating of art experiences in the kindergarten than [illegible] in the prekindergarten programs. Further, this scale correlates .721 with the rating of teacher flexibility and .689 with the overall evaluation of the observation.

TABLE 22

TEACHERS (OTHER ADULTS) GUIDE CHILDREN IN FINDING SATISFACTION AND PLEASURE IN MUSIC

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.00	3.6	3.26
SD	1.35	1.80	1.36
Range	2-5	1-5	1-5

Table 22 reveals that the frequency with which teachers and other adults guide children in finding satisfaction in music is highly variable in both the kindergarten and prekindergarten programs. This scale correlates .616 with the overall ratings of the quality of instructional content and .556 with the frequency with which children are given responsibility for routine classroom activities.

Equipment, Materials, Space and Their Use

In this section we deal with several aspects of the physical environment of the classroom, and the use and character of the equipment provided. Bloom, Davis, and Hess (1965, p. 13) write: "Perceptual development is stimulated by environments which are rich in the range of experience available; which make use of games, toys, and many objects for manipulation; and in which there is frequent interaction between the child and adults at meals and playtimes throughout the day. At the beginning of the first grade there are differences between culturally deprived and culturally advantaged children in the amount of variety of experiences they have had and in their perceptual development."

One concern is the extent to which play materials are suitable to the age level of the children.

TABLE 23

PLAY MATERIALS IN USE ARE SUITABLE TO AGE LEVEL OF THE CHILDREN

1	2	3	4	5
none	few	some	most	all

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	4.20	4.05	4.10
SD	.40	.80	.70
Range	4-5	2-5	2-5

Examination of Table 23 indicates that the observers judged the materials used in the course of the observation to be generally suitable.

In this respect, the prekindergarten and kindergarten programs have been meeting the needs of the children.

TABLE 24

PLAY MATERIALS ARE EASILY ACCESSIBLE AND IN GOOD CONDITION FOR USE

5	4	3	2	1
all	most	some	few	none

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	4.0	3.9	3.93
SD	.63	1.04	.92
Range	3-5	2-5	2-5

The data of Table 24 provide further evidence that the material aspects of the kindergarten and prekindergarten program are sufficient to meet the needs and the requirements of a good program, although greater variability is evident in the kindergarten sample. This item correlates .666 with the frequency with which teachers listen to and comprehend children's communications, .622 with the frequency with which classroom living procedures foster sharing and the acceptance of the rights and responsibilities of self and others, .639 with extensive teacher contacts, and .619 with the use of available play space.

TABLE 25

USE OF PLAY SPACE AVAILABLE

1	2	3	4	5
very poor	poor	fair	good	excellent

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.5	3.4	3.43
SD	.80	.97	.92
Range	2-5	1-5	1-5

Inspection of the data of Table 25 above suggests that the use of available space is judged to be far from optimal, but not distinctly deficient.

There is substantial variability in the use of play space, and this may be attributable to the differences between teachers. Presumptive evidence for this interpretation is offered in that this scale correlates .756 with the frequency with which teachers listen to and understand children's communications, .694 with the extensive teacher contacts, .617 with the general rating of play experiences, and .602 with the frequency with which child-teacher communication is free and open.

TABLE 26

EQUIPMENT IN USE DURING OBSERVATION

Not Observed	In Use	Not In Use	Expanded Prekindergarten Classes Observed N = 10
0	10	0	a) equipment to stimulate large muscle activity, such as climbing, lifting, pulling, pushing
1	9	0	b) equipment to promote cooperative play
0	9	1	c) equipment to promote dramatic play
0	9	1	d) equipment to stimulate expression of ideas and feelings through a variety of activities with blocks, music, clay, and paint
1	8	1	e) equipment to encourage quiet activities with pictures, books, and flannel board
1	8	1	f) equipment to encourage manipulative skills with puzzles, nesting blocks, graduated cones and cylinders
3	3	4	g) equipment provided to encourage "looking-glass self" (Negro dolls, books with Negro, Puerto Rican, etc. characters)

The data in Table 26 show that a variety of equipment was in use in prekindergarten classes, with the exception of equipment used to encourage "looking-glass self." The lack of use of such equipment is somewhat surprising, considering the emphasis placed upon its importance in early childhood education literature and in the Prekindergarten Guide. Opportunities for development of a positive self-concept through use of appropriate equipment are not being utilized in more than two-thirds of the prekindergarten classes in the sample.

TABLE 27

EQUIPMENT IN USE DURING OBSERVATION

Not Observed	In Use	Not In Use	Expanded Kindergarten Classes Observed N = 20
4	8	8	a) equipment to stimulate large muscle activity, such as climbing, lifting, pulling, pushing
1	17	2	b) equipment to promote cooperative play
2	13	5	c) equipment to promote dramatic play
0	18	2	d) equipment to stimulate expression of ideas and feelings through a variety of activities with blocks, music, clay, and paint
1	12	7	e) equipment to encourage quiet activities with pictures, books, and flannel board
1	17	2	f) equipment to encourage manipulative skills with puzzles, nesting blocks, graduated cones and cylinders
6	9	5	g) equipment provided to encourage "looking-glass self" (Negro dolls, books with Negro, Puerto Rican, etc. characters)

The data of Table 27 show that equipment used to stimulate large muscle activity and equipment used to encourage "the looking-glass self" were either absent or not used in many cases. The present writers feel that especially with the latter item (Negro and Puerto Rican dolls, books with Negro and Puerto Rican characters), an opportunity to reinforce the child's conception of himself as a worthwhile and valued person is being missed.

Further, the association of one's ethnic or racial group with school related activities is highly desirable and should be encouraged. The data presented above indicate that it occurs less frequently than it should in an adequate program.

TABLE 28

RANGE OF CONTENT OF PLAY ACTIVITY

Nature of Play Activity	Prekindergarten	Kindergarten	Combined Samples
Domestic	6	18	24
Construction	9	2	11
Toys (trains, boats, cars, traffic signals, etc.)	9	9	18
Dramatic (puppets, pantomimes, costume play, etc.)	8	7	15
Puzzles, pegboards, other manipulative materials	8	19	27
Sandtable and water play	4	2	6
Rhythms (rocking horse, rhythm instruments, etc.)	6	10	16
Art (clay, dough, crayons, paints, collage materials)	9	19	28
Dictated writing	0	3	3
Library (books, recorded stories, story filmstrips)	8	11	19
Outside play	4	6	10
Other (specify)	5	10	15

Table 28 above indicates that the variety of materials in use during the observation was quite extensive. It would seem that with respect to the variety of activities, the programs are reasonably adequate, although the data suggests that teachers tend to avoid the use of "messy" material (sand and water), and do not write down stories that children dictate.

TABLE 29

TIME SPENT IN WHOLE GROUP ACTIVITIES

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean (Min.)	90.3	92.5	91.76
SD (Min.)	29.64	32.06	31.29
Range (Min.)	58-165	45-157	45-165

The following activities are included in the data above:

Planning for day's or future (trip) activities, and for classroom living
Discussion (sharing news, ideas, objects)
Planned demonstration-discussion-participation
(Messing about - science, plants, floating objects; social studies, etc.)
Music and rhythms
Story
Rest
Snack
Lunch
Arrival and departure routines
Other (specify)

Data of Table 29 show that about ninety minutes out of the one hundred and fifty minutes of each class session was spent in whole group activities for each group, leaving about sixty minutes for individual or small group activities during the play experience period. The fact that the time spent in whole group activities was approximately the same for each group suggests a similarity of program content for prekindergartens and kindergartens.

TABLE 30

CHARACTER OF TRANSITIONS (PLAY TO CLEAN-UP, CLEAN-UP TO SNACK TIME, ETC.)

1	2	3	4	5
chaotic		average		very smooth

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.80	3.70	3.73 ~~3.60~~
SD	1.16	1.14	1.16 ~~1.22~~
Range	2-5	2-5	2-5

The data of Table 30 reveal that the transitions between activities tend to be relatively smooth.

This scale correlates .702 with the overall general rating of classroom management and .590 with the rating of suitability of play materials with respect to the children's age.

TABLE 31

TEACHER FLEXIBILITY (IN ROUTINE ACTIVITIES, ARRANGEMENT OF FURNITURE, USE OF MATERIALS, ETC.)

1	2	3	4	5
very rigid	somewhat rigid	average	somewhat flexible	very flexible

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.7	2.9	3.30
SD	1.00	1.37	1.29
Range	2-5	1-5	1-5

A conceptual correlate of the character of transition and a variable related to general quality of the educational experience is the teacher's flexibility in the context of routine classroom activities. The data of Table 31 show that there is greater variability exhibited in this characteristic. The correlates of this scale provide tangential support for the meaningfulness and importance of this variable. The scale correlates .754 with the overall evaluation of the observation, .721 with the judged quality of art experiences that are free from adult intervention and judgment, .643 with the frequency of free and open child-teacher communications, and -.462 with class size.

Class Size and Composition

In the following section is a description of selected characteristics of the classes observed in the prekindergarten and kindergarten samples. Where relevant, the correlates of the variables are reported and discussed.

TABLE 32

NUMBER OF CHILDREN PRESENT

	Expanded Prekindergarten	Expanded Kindergarten
N	10	20
Mean	12.3	19.05
SD	1.61	4.70
Range	10-15	9-29

Examination of the data presented in Table 32 reveals that the extended prekindergarten classes are considerably smaller than the extended kindergarten classes. This size contrast is consonant with stipulated maximum enrollments of fifteen children for prekindergarten classes and twenty-five children in kindergarten classes. Class size correlates negatively with the evaluation of art experiences independent of adult's judgment or interference, (-.575), and with judged teacher flexibility, (-.462). Ratings of the quality of educational experiences do not correlate significantly with class size.

TABLE 33

NUMBER OF CHILDREN ABSENT

	Expanded Prekindergarten	Expanded Kindergarten
N	10	20
Mean	2.6	3.90
SD	1.01	4.71
Range	1-4	0-11

The data of Table 33 above suggest that children participating in the programs attend with a relatively high degree of regularity. Considering problems such as lack of adequate clothing and need for escort service, in addition to anticipated absences for health reasons, the absence rate is surprisingly low.

TABLE 34

NUMBER OF CHILDREN CURRENTLY ON CLASS REGISTER

	Expanded Prekindergarten	Expanded Kindergarten
N Classes =	14	39
Mean	14.78	23.23
SD	.79	4.63
Range	13-16	13-40

The data of Table 34 above, derived from the teacher questionnaire, correspond quite well to the data in Table 32 and Table 33, derived from the classroom observation. The total number of children observed in the prekindergarten sample was in excess of 207. (Three teachers did not return the questionnaire.) The total number of children in the kindergarten sample was 906. The close correspondence between data from the teacher questionnaire and data from the observers' reports may be seen once more in Table 35.

TABLE 35

AVERAGE DAILY ATTENDANCE

	Expanded Prekindergarten	Expanded Kindergarten
N Classes =	14	39
Mean	11.78	19.35
SD	.93	4.43
Range	10-13	8-36

TABLE 36

NUMBER OF MENTIONS OF DIFFERENT KINDS OF PROLONGED ILLNESS

Group	Common Childhood Illness	Uncommon Childhood Illness	Accident
Prekindergarten	5	5	1
Kindergarten	12	11	2
Total	17	16	3

Common childhood illnesses refer to the usual communicable diseases-- colds, tonsilities, and viruses. Uncommon childhood illnesses include asthma, hernia, pneumonia, kidney infection, spinal meningitis, skin disease, and bronchitis. The most frequently mentioned in this group was asthma.

Twenty kindergarten teachers, with a total register of 906 children, reported ninety cases of prolonged illness. Thus, only about ten per cent of the kindergarten children in the sample suffered a prolonged illness. Ten prekindergarten teachers, with a total register of 207, reported thirty-three cases of prolonged illness. Thus a higher percentage, about sixteen per cent of the prekindergarten children, suffered a prolonged illness.

TABLE 37

NUMBER OF MENTIONS OF FAMILY PROBLEMS CAUSING ABSENCE FROM SCHOOL

Group	Parents' Failure to Bring Child	Parent Illness	Communicable Disease in the Home	Lack of Clothing	Trip
Prekindergarten	6	5	0	2	0
Kindergarten	12	8	2	8	1
Total	18	13	2	10	1

The largest category in Table 37, parents' failure to bring child, contains reasons other than illness or lack of clothing for parents not bringing a child to school. Reasons stated include: not knowing what time school begins, no clock, need to sit with younger siblings, failure to get up in the morning, and no one to bring child to school. Recall that eight kindergartens provided no escort service.

Twenty kindergarten teachers reported a total of forty-five cases, and six prekindergarten teachers reported a total of sixteen cases. According to those reported figures, about five per cent of the absences in kindergartens can be attributed to family problems, and about seven per cent in the prekindergartens.

TABLE 38

NUMBER OF CHILDREN WHO LEFT THE GROUP

	Expanded Prekindergarten	Expanded Kindergarten
N Classes =	14	39
Mean	2.78	4.84
SD	1.67	3.60
Range	0-6	0-18

The data in Table 38 above show that about one fifth of the children left both programs.

TABLE 39

REASONS FOR CHILDREN LEAVING THE GROUP

Group	Illness	Moved	Discharged and Withdrew*	Never Appeared	Don't Know
Prekindergarten	3	23	10	0	0
Kindergarten	6	134	16	11	2

Group	Lack of Clothing	Transferred to Another Group	No Escort Service	No Response
Prekindergarten	0	3	0	0
Kindergarten	2	4	9	6

* Some respondents specified lack of maturity of a child as the reason for discharge or withdrawal.

The largest single category in Table 39 above is of children having left the area served by the school, confirming once more the high mobility rate found in disadvantaged areas. The fact that two children left the group because of lack of clothing is appalling. While this is a small number, this category does not appear in studies for middle class children and the incidence of even one or two cases is a significant social fact. Also deplorable is the fact that nine kindergarten children left the program because their families were not able to escort them to a neighborhood school and no escort service was provided.

TABLE 40

NUMBER OF CHILDREN HAVING SIBLINGS IN THE SCHOOL

	Expanded Prekindergarten	Expanded Kindergarten
N Classes =	14	39
Mean	10.42	12.52
SD	2.67	5.64
Range	8-17*	4-24

* These data from the teacher questionnaire may have included, in one instance, the total number of siblings for all children who entered during the course of the year.

Table 40 reveals that in the prekindergarten sample most of the children have siblings in the school they are attending. This holds for the kindergarten sample as well, but not to the same extent. The writers believe that the primary source of information about the prekindergarten program and the chief means of recruitment may be through older siblings attending the school offering the program.

TABLE 41

NUMBER OF NON-ENGLISH-SPEAKING CHILDREN ENTERING THE PROGRAMS

	Expanded Prekindergarten	Expanded Kindergarten
N Classes =	14	39
Mean	4.78	3.81
SD	4.02	3.42
Range	0-14	0-13

The data of Table 41 reveal that there is substantial variability in the number of non-English-speaking children entering the prekindergarten program. In view of the number of non-English-speaking children entering these programs and the inadequate provision of specific teaching for aiding non-English-speaking children cited in Table 15, page 23, and Tables 26 and 27 on pages 33 and 34, it is questionable whether the expanded prekindergartens and kindergartens are even approaching success with respect to meeting the stated goals of the programs for those children.

TABLE 42

ETHNIC COMPOSITION OF EXPANDED PREKINDERGARTEN AND KINDERGARTEN CLASSROOMS IN THE SAMPLE

	Expanded Prekindergarten			Expanded Kindergarten		
	Negro	Puerto Rican	Other	Negro	Puerto Rican	Other
N	14	14	14	39	39	39
Mean	6.78	7.42	1.21	12.15	8.07	2.84
SD	3.99	3.87	1.52	8.31	6.65	5.78
Range	2-15	0-13	0-5	0-24	0-19	0-19

Negroes and Puerto Ricans constitute the overwhelming majority of children participating in both the prekindergarten and kindergarten program. This provides evidence that, in general, the target populations of these programs are being reached. The means in the table above refer to all children in the sample and should not be interpreted as representative of the register of any single class. The majority of classes in the sample contained a combination of Negro and Puerto Rican children. Only a very small number of white children in the sample were in classes composed largely of Negroes and Puerto Ricans. Some classes were all Negro, some classes all Puerto Rican, and some classes all white.

One observer noted that one class she observed was made up entirely of white, middle class children. She added, by way of explanation, that disadvantaged children were brought into the school at the primary level. This indicates that one classroom in the sample is clearly not reaching those children for which the program was designed.

TABLE 43

CRITERIA FOR SELECTION OF CHILDREN INTO THE PREKINDERGARTEN AND KINDERGARTEN PROGRAMS

Group	Routine Selection Criteria Used	Special Selection Criteria Used	No Response
Prekindergarten	3	12	1
Kindergarten	13	1	0
Total	16	13	1

Responses classified as routine selection procedures for kindergartens were age, existing waiting list, at random, and "first come, first served." For prekindergartens, three respondents reported only recruitment procedures, such as "parents notified" and "posters in stores," implying that they admitted those who responded.

Prekindergartens reported the use of far more special selection criteria than did kindergartens, as indicated by number of mentions by teachers on the teacher questionnaire. Routine procedures for school entrance continued to be the pattern for kindergarten admittance. The only special selection criterion reported for kindergartens was an attempt to recruit kindergarten age children who had participated in Head Start programs during the summer. Special criteria reported used for selection of prekindergarteners were as follows: number of younger siblings, four mentions; Spanish speaking, three mentions; special financial need, three mentions; one parent, two mentions; and old tenement residents, one mention. The larger proportion of Puerto Rican children enrolled in prekindergartens may be due to the use of the criterion of Spanish speaking.

The four kindergarten teachers responding to the question of who made the selection of children named the Board of Education, the assistant superintendent, the principal, and the school clerk. Thirteen kindergarten teachers gave no response to this question. By contrast, in-school personnel only were named as those making the selections for the prekindergartens. Those included were the principal, the principal with the teacher, the guidance counselor, the guidance counselor with the teacher, and the Spanish auxiliary teacher. Only one prekindergarten teacher failed to respond to the question. It is clear from the above data that there are no existing systematic, comprehensive procedures for reaching parents whose children would profit most from these programs.

School Personnel and Parents

In this section general descriptive data on school personnel are discussed in relation to their employment and effectiveness. In addition, parents' participation in the programs and relation to school personnel are discussed.

School Personnel

TABLE 44

DESCRIPTION OF STAFF AGE

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N	7	20	27
Mean	32.86	35.20	34.60
SD	8.19	13.09	11.90
Range	22-41	21-62	21-62

Table 44 above reveals that although teachers in the prekindergarten and kindergarten programs are similar with respect to mean age, there is greater variability in the kindergarten sample.

TABLE 45

NUMBER OF YEARS TAUGHT AT THE EARLY CHILDHOOD LEVEL

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N	7	20	27
Mean	5.14	6.20	5.77
SD	8.06	5.75	5.55
Range	1-11	1-20	1-20

Table 45 above reveals that there was greater variability in the number of years taught by teachers in the kindergarten sample than in the prekindergarten sample. Generally, kindergarten teachers had more experience teaching at the early childhood level.

Supervisor* perceptions of the competency of prekindergarten and kindergarten teachers were reported in response to the question, "How would you judge the competency of the prekindergarten (kindergarten) staff in your school?" For the most part, supervisors perceived teachers as being competent. Only one supervisor designated replacement of a kindergarten teacher. Two prekindergarten supervisors referred to their teachers as experienced. All others reported their teachers in very positive terms: excellent, creative, energetic, highly competent, capable, efficient, excellent rapport, doing very well for a new teacher, anxious to learn, and professionally alert.

This consistently positive response by supervisors regarding competency of prekindergarten and kindergarten teachers is not consonant with observers' ratings of programs, their comments regarding effectiveness and ineffectiveness of programs, and their recommendations for most needed changes, reported on pages 70-86. It is evident that different criteria for judging teacher competency are used by school supervisors than used by professional early childhood education educators. One may raise the question of expectations that present in-school supervisors who are not trained in early childhood education have for teachers of four and five year old children, and their knowledge of what constitutes a stimulating, challenging program for young children.

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*Sample of supervisors listed on p.60.

TABLE 46

DESCRIPTION OF STAFF: MARITAL STATUS

Marital Status	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
Single	2	7	9
Married	5	12	17
Divorced, Separated	0	0	0
Widowed	0	1	1
Total	7	20	27

The data from Table 46 above indicate that about two thirds of the teachers reporting were married. All of the teachers in the program were women.

TABLE 47

NUMBER OF ADULTS PRESENT IN THE CLASSROOM DURING THE OBSERVATION

	Expanded Prekindergarten	Expanded Kindergarten
N	10	20
Mean	3.2	1.45
SD	.74	.74
Range	2-4	1-4

The data of Table 47 above suggest that the prekindergarten program has substantially greater numbers of personnel operating in the classroom. The data above and teacher questionnaire data, as well as informal observers' comments, indicate that the expanded kindergarten program has more inconsistencies in staffing than the expanded prekindergarten program. The staff appeared to be used in a somewhat unsystematic manner.

Responses of principals to the question, "Who makes up the staff of your expanded prekindergarten (kindergarten) program?" indicate that the composition of the six expanded prekindergarten staff differed. Each principal listed one teacher per class. Three listed two teacher aides per class, and three listed only one teacher aide. Each of the six listed one home visitor per class, while only two listed family assistants. Two named a bookkeeper-typist, and four named one teacher assistant per class. One class had a student teacher.

Principals reporting for the nine schools with expanded kindergartens listed one teacher per class. Only one reported a teacher aide, and another reported a home visitor. This reporting by kindergarten principals with regard to number and kind of staff working in the program is not consonant with the data reported in Table 48, page 52 , where teachers were asked to judge the competency of nonprofessional staff. Here, kindergarten teachers rated twelve aides, six family workers, two assistant family workers, and one assistant teacher. Kindergarten teacher responses, also, were inconsistent in that they often wrote, "Does not apply," to other questions in the teacher questionnaire related to staff, yet they did respond to the item asking them to judge their staff. It is possible that the nonprofessional staff judged by kindergarten teachers were, in many instances, on loan from prekindergartens and not officially part of the kindergarten staff. Evidence that sharing of nonprofessional staff between prekindergartens and kindergartens occurred is provided by responses to a question asking about other duties assigned to aides outside the prekindergarten classroom. Prekindergarten teacher responses to this question are found on page 52.

TABLE 48

TEACHER JUDGMENT OF COMPETENCY OF NONPROFESSIONAL STAFF

	Assistant Teacher		Family Worker		Assistant Family Worker		Aides	
	P	K	P	K	P	K	P	K
N rated	12	1	4	6	6	2	10	12
Mean	4.21	7	5.50	5.00 -	4.42	6.00	5	4.16
SD	1.70	0.0	.76	1.00	1.03	1.00	1.27	1.48
Range	1-6	--	4-7	4-7	3-6	5-7	3-7	1-7

Outstanding	7	Average	4
Superior	6	Below Average	3
Above Average	5	Poor	2
		Very Poor	1

Table 48 reveals that there are substantial differences between the number of nonprofessional staff rated by the prekindergarten and kindergarten teachers as well as marked variability in the prekindergarten assistant teachers and aides' ratings. The present writers feel that the ratings shown above, supported by the informal comments of the observers, strongly imply the need for some sort of a training program for the additional personnel.

In response to the question concerning the assignment and duties of aides, one prekindergarten teacher stated that she had no aides, one reported no other duties assigned, and one reported a yard duty assignment. More than half of the prekindergarten teachers reported assignment of aides to other classrooms, particularly to kindergartens and first grades. However, three teachers specified that when there were personnel absences or a specific need for the help of aides, they were temporarily returned to the prekindergarten classroom. Several teachers reported need for aides in the kindergartens.

Clearly, a major problem in the prekindergarten programs is the training and full utilization of nonprofessional staff. Teachers reported lack of training for nonprofessional staff; principals and supervisors reported lack of time for supervision and difficulty in defining the roles of nonprofessional staff; and observers reported poor utilization of nonprofessional staff. Some principals and supervisors reported that prekindergarten teachers found the number of nonprofessional staff "overwhelming." Professional staff in the school, in most instances, have recognized that the potential usefulness of nonprofessional staff in the prekindergarten program has barely been tapped. This situation indicates clear and present need for short-term pre-service and continued in-service training of the prekindergarten nonprofessional staff conducted by other than in-school personnel. The present writers, along with the observers of the programs, feel that specific training should be provided for nonprofessional staff by early childhood educators.

Prekindergarten teachers reported employment agencies as the source of obtaining nonprofessional staff. The agencies included JOIN, three mentions; New York State Employment, four mentions; and private employment agencies, three mentions. In some schools, the principal interviewed applicants sent by agencies. In other schools, the first applicants sent by an agency were hired. Informal questioning of school personnel indicated that fairly wide differences exist in selection procedures for nonprofessional staff, ranging from little or no investigation on the part of the school to extensive screening, sometimes with the aid of the guidance counselor. Some principals attributed the success of their program to careful selection procedures for staff.

There appears to be great variance in the number of nonprofessional staff leaving the prekindergarten programs. Only two prekindergarten teachers reported no nonprofessional staff leaving during the year. Three teachers reported three leaving, and one teacher reported seven leaving. Where turnover was great, no mention was made as to cause. In classes where careful selection was indicated, the turnover rate was less or none at all. This data suggests that the use of more careful selection procedures for nonprofessional staff would reduce the frequency with which they leave. If meaningful criteria were used for selection, the effectiveness of the programs should be increased.

According to principals' reports, other school staff usually responded positively to the prekindergarten program in their school. When negative responses were given, they usually related to the utilization of nonprofessional staff. Four principals reported only positive feelings on the part of other school personnel toward the program. Terms used in reporting were "excited, hopeful, particularly effective, most worthwhile, quickly accepted, and favorable." Reasons given for positive feelings centered mainly on hope for the development of a more adequate language background for children, their gaining a wider experience background, and motivation for success.

Two principals reported some negative feeling on the part of the staff toward the prekindergarten program. The first reported, "Mixed feelings--generally favorable, but some negative." He added, by way of explanation, "The additional funds could be spent for the school at large, [rather than for only prekindergartens], for nonprofessional indigenous personnel and special expenditures." Another prekindergarten principal reported, "Problems." Problems related to personnel included:

1) school aides dissatisfied that O.E.O. personnel receive so many more hours;

2) guidance counselors do not feel family workers and assistants are trained to do work assigned;

3) teachers in other grades want to share in receiving assistance;

4) prekindergarten teachers believe there are too many people serving them; and

5) school secretaries believe bookkeepers are infringing on their work.

The sixth problem the above principal cited was, "Kindergarten teachers find no differentiation in books and materials between kindergartens and prekindergartens." This report is consonant with observers' reports that there was nothing to differentiate the prekindergarten program from the kindergarten program.

All of the principals in the expanded kindergarten sample who responded reported positive feelings on the part of other school personnel toward the kindergarten program. Since the expanded kindergarten programs differ little, if at all, from existing kindergarten programs, there were no problems concerning the addition of nonprofessional personnel.

TABLE 49

HIGHEST COLLEGE DEGREE OBTAINED

Level of Education	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
None	0	1	1
Degree based on less than 4 years college	0	0	0
Bachelor's Degree	4	17	21
Master's Degree	2	2	4

TABLE 50

MAJOR AREA OF COLLEGE DEGREE

Major Area	Expanded Prekindergarten		Expanded Kindergarten		Combined Samples	
	BA	MA	BA	MA	BA	MA
Early Childhood	3	1	6	2	9	3
Elementary Education	0	0	2	0	2	0
Other	2	1	7	0	9	1
No Area	0	0	2	0	2	0
Total	5	2	17	2	22	4

Inspection of Tables 49 and 50 reveal that twenty-one of the twenty-six prekindergarten and kindergarten teachers responding to the questionnaires have Bachelor's degrees, and four have Master's degrees. Only twelve have either degree in Early Childhood Education. Ten teachers have degrees in disciplines other than Education, and two teachers have indicated no area of specialization. Only two teachers of the twenty-six responding have degrees in Elementary Education. Thus, observers' ratings and evaluation of program content may have been in part a function of the fact that many teachers lack the appropriate educational background.

One way of providing the necessary educational background for teachers, if lacking, is by way of offering in-service training. The data in Table 51 below are responses by supervisors to the question, "What in-service training of prekindergarten (kindergarten) staff has been carried on?"

TABLE 51

TYPES OF IN-SERVICE TRAINING AND FREQUENCY OF MENTION

Types of In-service Training	Prekindergarten	Kindergarten	Combined Samples
Visits, conferences, course with early childhood education supervisor	8	2	10
School staff supervision	3	9	12
Inter-school visitations and teacher-teacher sharing	2	4	6
Reading professional journals	0	1	1

The data of Table 51 show the relative frequency with which various forms of in-service training were mentioned. The only substantive difference between prekindergarten and kindergarten is the greater frequency with which supervisors mention contact between the early childhood education supervisor and prekindergarten staffs. Kindergarten supervisors more frequently reported school staff supervision as in-service training. It should be noted that reference to staff, in the data above, includes nonprofessional staff as well as teachers. Thus, these data present the maximum range of in-service training reported.

Data from the teacher questionnaire provide teacher perceptions of the range of in-service training. The data in Table 52 below show the extent and type of in-service training teachers reported participating in during the past year.

TABLE 52

TEACHER REPORTS OF IN-SERVICE TRAINING: TYPE OF TRAINING AND NUMBER REPORTING

Group	Orientation	College Courses	District Courses and Workshops	None	No Response
Prekindergarten	5	0	3	1	0
Kindergarten	0	2	4	13	1
Total	5	2	7	14	1

Inspection of Table 52 above shows that half of the prekindergarten and kindergarten teachers reporting indicated that they had not had any in-service training this year.

In response to the question, "What in-service training (in school and out of school meetings and programs) has your staff had this year?" prekindergarten teachers reported: early childhood supervisor meetings, three mentions; meeting with principal or assistant principal, two mentions; orientation meeting, two mentions; meeting with school social worker, two mentions; and, none, one mention. Kindergarten teachers did not respond to this item, or stated that it did not apply. Interpretation and discussions of these data are included in the general evaluation section in relation to the overall problems of supervision and in-service training.

All of the principals and supervisors in the six schools in the expanded prekindergarten sample responded. In nine out of the ten schools in the expanded kindergarten sample, principals and supervisors completed the questionnaires. A total of fifteen supervisors and fifteen principals make up the combined responses. Data are discussed separately for each program and, where appropriate, combined responses are examined.

Many of the questions on the supervisor and principal questionnaires were open-ended (see Appendixes IV and III). The range of responses and number of mentions are in the tables to follow. Four of the same questions were asked in both the supervisor and principal questionnaires. Responses to those items will be combined for purposes of categorization and discussion.

Supervision of the Expanded Prekindergarten Programs

The major burden of responsibility for supervision was not found to be uniform. In two schools, the principal served as supervisor and in two others it was the assistant principal. The supervisor of grades one to three, and the supervisor of prekindergarten to grade one assumed the responsibility in two other schools. In one instance, a prekindergarten teacher designated as head teacher was the supervisor. It is possible that those who referred to themselves as supervisors of primary grades were also assistant principals.

Supervision of the Expanded Kindergarten Program

There were nine responses to the questionnaire by supervisors in the expanded kindergarten program. Supervision, according to those responses, was performed by one principal, two supervisors of prekindergarten to grade two, one supervisor of kindergarten and grade one, one supervisor of grade five and health counselor, two assistant principals, and one kindergarten teacher designated as grade leader. As was the case with the prekindergarten programs, the task of supervision fell to those having a variety of other roles in the school.

TABLE 53

FREQUENCY OF SUPERVISORY VERSUS ADMINISTRATIVE TASKS REPORTED BY SUPERVISORS AND PRINCIPALS OF EXPANDED PREKINDERGARTEN AND KINDERGARTEN PROGRAMS

	Prekindergarten		Kindergarten		Combined
Tasks	Supervisor	Principal	Supervisor	Principal	Samples
Supervisory	10	7	6	11	34
Administrative	9	30	13	10	62
Total	19	37	19	21	96

A total of fifteen supervisors and fifteen principals (six prekindergarten and nine kindergarten) reported a total of ninety-six tasks included in the table above. These data suggest that prekindergarten supervisors and principals were more active in their programs than were kindergarten supervisors and principals. (It should be noted that these data represent responses from two more kindergarten supervisors and two more principals than the prekindergarten sample.) A possible explanation of greater administrative involvement in the prekindergarten program may be that the procedures for dealing with kindergartens were already set up in schools, while the addition of prekindergartens meant an entirely new program, thus requiring more administrative attention. Further, additional demands made on prekindergarten supervisors and principals may have been attributable to the additional staff in the prekindergarten program.

Supervisors and principals in both programs assumed supervisory and administrative tasks. In two of the prekindergartens and one of the kindergartens the principals served as supervisor. No clear-cut distinctions may be made between supervisory and administrative roles in either of the programs.

Tables 54 and 55 contain those activities reported that may be classed as general administrative tasks.

TABLE 54

GENERAL ADMINISTRATION TASKS REPORTED BY SUPERVISORS AND PRINCIPALS OF EXPANDED PREKINDERGARTEN PROGRAMS

Task	Number of Mentions
Set criteria for admission	1
Registration	1
Publicity	2
Interviewing and assignment of personnel to program	6
Arrangement of time schedules	2
Ordering and distributing supplies, materials	2
Arranging trips	4
Taking care of money expenditures (food, bus)	3
Making luncheon arrangements with school personnel	4
Opening and closing annex housing classrooms	1
Evaluation of staff assignments and reassignment	1
Study scope of jobs of nonprofessional staff	1
Utilization of other school personnel to train staff (other teachers, guidance counselor)	2
Provide space, materials and equipment	2
Signing of payrolls	1
Implementation of memoranda from Head Start unit of E. C. Bureau	2
Direct enrollment of children and hiring of staff for summer pre-school program	1
Parent community relations	3
Total	39

TABLE 55

GENERAL ADMINISTRATION TASKS NAMED BY SUPERVISORS AND PRINCIPALS OF EXPANDED KINDERGARTEN PROGRAMS

Task	Number of Mentions
Registration	2
Interviewing and assignment of personnel to program	1
Consult with kindergarten personnel to coordinate program	1
Screening students	1
Set up parent-teacher conferences	4
Planning grade placements for next year	2
Planning activities involving parent orientation and participation	3
Correlating work of prekindergarten and kindergarten classes	1
Ordering and distributing supplies, materials	3
Instructed assistant principal on careful utilization of personnel and funds	2
Set up supervisor-teacher conferences	1
Administration of health exams and follow-ups	1
Checked teacher's letters to parents	1
Total	23

The six prekindergarten supervisors and principals spent more than twice as much time on administrative tasks as they did on supervisory tasks. Tables 54 and 55 reveal that, although only a little more time was spent on administrative tasks by the nine kindergarten supervisors and principals, they mentioned supervisory tasks as frequently as their counterparts in the prekindergarten. It is possible that the differences in frequency may be attributed to the nature of administrative tasks in the programs. Characteristically, administrative tasks demand immediate attention; Often, supervisory tasks do not. This may result in one's having time for no more than incidental supervision of the actual curriculum. The effect, if not the presumed cause, of this conjecture is evidenced in the fact that three prekindergarten teachers reported that no planning of the instructional program was done as a staff. Only four teachers reported some planning discussions. These reports indicated that such staff planning did not take place with any regularity. Further, the potential value for nonprofessional staff is particularly great and, as yet, unrealized.

Examination of Tables 56 and 57 indicates that considerably more supervision time was spent checking, observing, evaluating, and in other routine supervisory procedures than was spent on discussing curriculum content and planning with teachers. Thus, activities directed toward helping teachers and staff gain insight and knowledge of curriculum content appropriate for four and five year old children seems to be only a secondary consideration. Further, orientation and training of teachers was usually restricted to teachers' initial work in the program.

TABLE 56

GENERAL SUPERVISION TASKS REPORTED BY SUPERVISORS AND PRINCIPALS OF EXPANDED PREKINDERGARTEN PROGRAMS

Task	Number of Mentions
Continuous observation of program	2
Checking teacher plans	4
Evaluation of program	1
Orientation and training of teachers	4
Conducting teacher conferences on program planning	1
Conferring with Early Childhood Consultant	1
Attending city and borough meetings on expanded prekindergarten program	2
Serving as resource in curriculum, discipline and guidance	1
Checking on effective use of curriculum materials and equipment	1
Total	17

TABLE 57

GENERAL SUPERVISION TASKS NAMED BY SUPERVISORS AND PRINCIPALS OF EXPANDED KINDERGARTEN PROGRAMS

Task	Number of Mentions
Classroom observation	5
Checking teacher plans	4
Evaluation of program	1
Orientation and training of teachers	3
Conducting teacher conferences for program planning	2
Consult with Family Assistant almost daily on matters concerning pupils and parents	1
Assist teacher in teaching	1
Total	17

A greater variety of personnel were reported helping with supervisory tasks in the prekindergartens than were reported in the kindergartens. Prekindergarten supervisors named the principal, district coordinator of early childhood education, guidance counselor, nurse, doctor, auxiliary teacher, non-English coordinator, kitchen supervisor, and Headstart staff. Kindergarten supervisors named the principal, assistant to the principal, secretaries, district coordinator of early childhood education, and other teachers.

Parent School Relations

One important indicant of the effectiveness of the prekindergarten and kindergarten programs is the extent of cooperation between school staff and parents. The limitations imposed by time and personnel in carrying out this evaluation project precluded the systematic investigation of parent attitudes toward education and relationships with the school staff. The data that follow are teachers', supervisors' and principals' reports on aspects of parent relationships and attitudes.

TABLE 58

ACTIVITIES AND PROGRAMS INVOLVING PARENTS

Type of Activity	Prekindergarten	Kindergarten	Combined Samples
Workshops and parent association meetings	6	8	14
School visitation and trips	7	11	18
Total	13	19	32

The data in Table 58 above show categories representing types of activities in which parents were involved and the number of mentions made for each. Supervisors indicated, in their responses, kinds of activities rather than how often various activities were carried on during the year. The data above are incomplete in that responses to the item from which this table was compiled were inconsistent. However, it is noteworthy that the prekindergarten program shows a general tendency to involve parents more frequently than the kindergarten program.

TABLE 59

PARENTS ASKED AND ATTENDING PARENT CONFERENCES

	Expanded Prekindergarten		Expanded Kindergarten	
	Came	Asked	Came	Asked
N	14	14	39	39
Mean	12.00	14.71	15.85	23.25
SD	2.56	1.04	5.73	4.70
Range	8-15	12-16	2-35	13-14

Table 59 above reveals that parents, for the most part, are responding to teachers' requests for individual conferences. All teachers returning the questionnaire, in both prekindergarten and kindergarten programs, indicated that they had requested parent conferences. The generally high response to teachers' requests for conferences was encouraging. However, inspection of the ranges of the number of parents asked and the number of parents who came suggests that there are in some instances parents who have not responded. Additional comments made on the teacher questionnaire indicate that, rather than being a general tendency, large scale lack of parent response to parent conferences tends to be concentrated in a few specific instances. This is especially noteworthy in the data for the kindergarten sample.

TABLE 60

PARENT INVOLVEMENT IN PROGRAM: INCIDENTS REPORTED INDICATING CHANGED EXPECTATIONS

Group	Parents Involved		Specific Incidents Stated	
	Yes	No	Yes	No
Prekindergarten	7	0	7	0
Kindergarten	18	2	14	6
Total	25	2	21	6

The data above suggest that a less active role was taken by parents of kindergarten children than prekindergarten children. It is possible that this may be attributed to the lack of family workers and assistants in most of the kindergarten programs. All of the incidents reported indicated that building of rapport between home and school was taking place. Some teachers noted an increase in interest and acceptance of responsibility on the part of parents.

TABLE 61

PARENTS ASSUME RESPONSIBILITY FOR GETTING CHILDREN TO SCHOOL: PROVISION FOR ESCORT SERVICE

Group	Parents Assume Responsibility			Escort Service Provided		
	Yes	No	No Response	Yes	No	No Response
Prekindergarten	7	0	0	7	0	0
Kindergarten	19	0	1	6	8	6
Total	26	0	1	13	8	6

Most teachers for both groups noted that older siblings were largely responsible for taking children to and from school. The data in Table 61 indicate that all of the prekindergartens provided escort service for the remaining children. Eight kindergarten teachers stated that no escort service was provided. Nine cases were reported in Table 39, page 43, of children having left the kindergarten program because parents were unable to get children to and from school. There was a somewhat higher rate of absence and number of children leaving the kindergarten program, but no more than speculation can be made that lack of escort service was one reason for this difference.

Open-ended Observer Guide and Principal and Supervisor Questionnaire Items

The open-ended items on the Observation Guide and Principal and Supervisor Questionnaire items reported in this section required qualitative analysis. Responses to those items were categorized, and the number of mentions were tabulated. Percentages for most of the categories were calculated.

The evaluative comments in the discussion to follow constitute the informed opinion of the writers. The discussion of the data is based upon qualitative analysis and should not be interpreted to mean that there are statistically significant differences in the frequency of mentions in the various categories. It was thought that these data, if presented without interpretation, might have been somewhat misleading.

After completing all of the scaled items in the Observation Guide, the eight observers were asked to respond to the following three items: 1) most effective aspect of program observed; 2) most ineffective aspect of program observed; and 3) most needed changes to have a more effective program. Space was also provided for additional comments. Tables showing a categorization of responses to the first three items were made separately for prekindergarten and kindergarten programs. Summary tables combine prekindergarten and kindergarten responses. Responses to "Additional Comments," are included in the discussion of these tables.

Most Effective Aspects of the Programs Observed

TABLE 62

MOST EFFECTIVE ASPECTS OF PREKINDERGARTEN PROGRAMS OBSERVED

Main Areas and Sub Areas	Effective Aspects Observed Number	Per Cent*
I. Classroom Climate		
A. Relaxed, accepting, nonpunitive atmosphere	6	
B. Warm, nonrigid teacher-pupil interaction	4	
TOTAL FOR CATEGORY I	10	66.6%
II. Curriculum Content and Process		
A. Content Areas		
1. Songs and dramatization	2	
B. Play Experience		
1. Use of variety of activities and equipment	2	
2. Spontaneous involvement in activity	1	
TOTAL FOR CATEGORY II	5	33.4
TOTAL	15	100.0%

*Indicates per cent of total number of effective aspects reported by observers of prekindergarten programs.

Two thirds of the observers judged classroom climate the most effective aspect of the prekindergarten programs observed. Within this category observers discriminated between (A) relaxed, nonpunitive atmosphere and (B) a more dynamic teacher-child relationship characterized by warm, nonrigid teacher-child interactions.

The infrequency with which curriculum content was judged most effective is particularly noteworthy since major objectives of the prekindergarten program--the development of listening-speaking skills, and first-hand experiences and experimentation--fall into this category.

TABLE 63

MOST EFFECTIVE ASPECTS OF KINDERGARTEN PROGRAMS OBSERVED

Main Areas and Sub Areas	Effective Aspects Observed	
	Number	Per Cent*
I. Classroom Climate		
A. Relaxed, nonpunitive atmosphere	7	
B. Warm, nonrigid teacher-child interaction	4	
TOTAL FOR CATEGORY I	11	35.5%
II. Curriculum Content and Process		
A. Content Areas		
1. Music	6	
2. Science	1	
3. Social Studies Trip	1	
B. Play Experience		
1. Freedom of children to choose and interact	3 ~~1~~	
2. Large block of time utilized	1	
C. Process		
1. Pupil-teacher planning	1	
2. Routines of attendance and flag salute	1	
TOTAL FOR CATEGORY II	14	45.1
III. Teacher's Maturity	3	9.7
IV. Space, Equipment and Supplies		
A. Room and supplies well organized	2	
B. Large room, well supplied	1	
TOTAL FOR CATEGORY IV	3	9.7
TOTAL	31	100.0%

*Indicates per cent of total number of effective aspects reported by observers of kindergarten programs.

The largest category in Table 63, Curriculum Content and Process, contains three divisions. However, only one specific content area, music, received more than one mention. Routines of attendance and flag salute were judged to be the most effective aspect observed during one class session. The observer who reported this judged the overall quality of the class as very poor.

Kindergarten classroom climate was judged the most effective program aspect only half as often as was prekindergarten classroom climate; it was mentioned for only slightly over one third of the kindergartens.

Category III, Teacher's Maturity, received three mentions. Examination of those three observers' general evaluative ratings of class sessions in the Observation Guide indicated that they judged those programs as being very good. Responses in terms of teacher quality were interpreted by observers to mean generally effective treatment of curriculum content and process. One observer made the following comment about a teacher: "Teacher exemplified all that one could hope to find in a teacher of young children."

Three observers responded that space or supplies were the most effective aspect of the program observed. In addition, there was one mention, not reported in Table 63, of nothing being effective.

Table 64 summarizes the most effective aspects reported for prekindergarten and kindergarten programs observed.

TABLE 64

SUMMARY OF MOST EFFECTIVE ASPECTS OF PREKINDERGARTEN AND KINDERGARTEN PROGRAMS OBSERVED

Main Areas	Prekindergarten Effective Aspects		Kindergarten Effective Aspects		Total Effective Aspects	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
I. Classroom Climate	10	21.7%	11	23.9%	21	45.6%
II. Curriculum Content and Process	5	10.9	14	30.5	19	41.4
III. Teacher's Maturity	0	0.0	3	6.5	3	6.5
IV. Space, Equipment and Supplies	0	0.0	3	6.5	3	6.5
TOTAL	15	32.6%	31	67.4%	46	100.0%

*Indicates per cent of total number of effective aspects reported by observers in prekindergarten and kindergarten programs.

Most Ineffective Aspects of the Programs Observed

Table 65 reports aspects of the prekindergarten program judged most ineffective by the observers.

TABLE 65

MOST INEFFECTIVE ASPECTS OF PREKINDERGARTEN PROGRAMS OBSERVED

Main Areas and Sub Areas	Ineffective Aspects Observed Number	Per Cent*
I. Classroom Climate		
A. Lack of teacher-child interaction	2	
TOTAL FOR CATEGORY I	2	12.5%
II. Curriculum Content and Process		
A. Content Areas		
1. General lack of challenge, stimulation for intellectual level	7	
2. Activities more appropriate for kindergarten than prekindergarten	1	
3. Poor self-image developed through teacher's manner of questioning	1	
B. Lack of broad scope of children's play	2	
C. Process		
1. Children's participation in planning and routine's lacking	1	
2. Lack of teacher intervention to help children function better	1	
TOTAL FOR CATEGORY II	13	81.2
III. Utilization of Nonprofessional Staff	1	6.3
TOTAL	16	100.0%

*Indicates per cent of total number of ineffective aspects reported by observers in prekindergarten programs.

Since activities related to Curriculum Content and Process received only about ten per cent of the mentions of effective aspects of the prekindergarten programs observed, it is not surprising that a high per cent, 81.2%, of the responses to ineffective aspects of the program fall in this category. With the exception of two responses relating to the scope of play experience, observers spoke of general ineffectiveness of curriculum content or lack of it, rather than naming any specific area. Utilization of nonprofessional staff received only one mention, although five observers questioned tho role and use of assistants and aides, noting that they were limited almost completely to cleaning up or other menial tasks. The following two quotes sum up the nature of those responses:

> Assistants and aides were mostly cleaning up and their contacts with children were not meaningful or important.
>
> Adults deprive children of taking responsibility for cleaning, picking up, setting tables, etc. Opportunities missed constantly for individual instruction, manipulation of materials, etc.

Four observers made additional comments related to staff utilization. In those comments, observers raised the question of why adults did not sit with children during snack and lunch, rather than standing around watching them. It was added that many opportunities for language development, as well as opportunities to converse with a child at approximately his own eye level, were not taken advantage of.

Table 66 reports observer responses to ineffective aspects of the kindergarten programs observed.

TABLE 66 (Continued)

Main Areas and Sub Areas	Ineffective Aspects Observed Number	 Per Cent*
IV. Space, Equipment and Supplies		
A. Lack quality and quantity of materials	2	
B. Poor use of materials and space	2	
TOTAL FOR CATEGORY IV	4	10.3
TOTAL	39	100.0%

*Indicates per cent of total number of ineffective aspects reported by observers of kindergarten programs.

Classroom Climate was indicated as an ineffective aspect of kindergartens observed in 25.6% of the responses made by observers. For prekindergarten, this category contained only 12.5% of the observer responses, indicating that a slightly better climate prevailed in more prekindergarten classrooms than kindergarten.

Within the largest category of ineffective kindergarten program aspects, Curriculum Content and Process (53.8%), about half of the observers referred to general lack of program depth, and half reported specific activities and processes.

Category III, Teacher, and Category IV, Space, Equipment and Supplies, contain about the same per cent of ineffective mentions (10.3%) as effective mentions (9.7%). Not represented in Table 66 were four mentions of nothing being ineffective.

Table 67 summarizes observer responses of the most ineffective aspects of prekindergarten and kindergarten programs observed.

TABLE 67

SUMMARY OF MOST INEFFECTIVE ASPECTS OF PREKINDERGARTEN AND KINDERGARTEN PROGRAMS OBSERVED

Main Areas	Prekindergarten Ineffective Aspects		Kindergarten Ineffective Aspects		Total Ineffective Aspects	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
I. Classroom Climate	2	3.6%	10	18.2%	12	21.8%
II. Curriculum Content and Process	13	23.6	21	38.2	34	61.8
III. Teacher	0	0.0	4	7.3	4	7.3
IV. Space, Equipment and Supplies	0	0.0	4	7.3	4	7.3
V. Use of Nonprofessional Staff	1	1.8	0	-	1	1.8
TOTAL	16	29.0%	39	71.0%	55	100.0%

*Indicates per cent of total number of ineffective aspects reported by observers of prekindergarten and kindergarten programs.

Most Needed Changes for Effective Programs

TABLE 68

MOST NEEDED CHANGES TO HAVE A MORE EFFECTIVE PREKINDERGARTEN PROGRAM

Main Areas and Sub Areas	Recommended Changes Number	Per Cent*
I. Teacher and Staff		
A. Knowledgeable and consistent supervision for on-the-job training	2	16.6%
B. Involve teacher in gaining knowledge of program content and language and cognitive level of four year olds	4	33.6 ~~[illegible]~~
C. Preparation of assistants and aides in workshops	1	8.3
TOTAL FOR CATEGORY I	7	58.5
II. Content		
A. Specific attention to language and concept development	2	16.6
B. Increase variety of art experiences	1	8.3
TOTAL FOR CATEGORY II	3	24.9
III. Space, Equipment and Supplies		
A. Additional space, equipment and supplies	1	8.3
B. Rearrangement of the room	1	8.3
TOTAL FOR CATEGORY III	2	16.6
TOTAL	12	100.0%

*Indicates per cent of total number of changes recommended by observers for prekindergarten programs.

More than half (58.5%) of the responses with respect to most needed change for a more effective prekindergarten program fall in the first category, Teacher and Staff. Within this category, more than half of the recommendations related to the teacher rather than to nonprofessional and supervisory staff. All of the changes suggested pertain to teachers' learning what constitutes an effective curriculum for four-year-old children. The three responses in the second category, Content, are directly related to the teacher gaining knowledge of curriculum content. Combining Categories I and II, 83.4 per cent of the suggested changes pertain to teaching in relation to curriculum content, while only 16.6 per cent of the responses pertain to the space, equipment and supplies (Category III).

Four observers gave additional comments relating to curriculum content in the prekindergarten programs, indicating once more the need for teachers' knowing more about the intellectual development of four-year-olds. The following observer comment is representative of that group of comments: "Impossible to distinguish anything about this prekindergarten that would differ from a kindergarten program."

Observer recommendations for change in the kindergarten programs are similar to those made for the prekindergarten program. The data of Table 69 correspond with the observation that there was little to differentiate prekindergarten and kindergarten programs.

TABLE 69

MOST NEEDED CHANGES TO HAVE A MORE EFFECTIVE KINDERGARTEN PROGRAM

Main Areas and Sub Areas	Recommended Changes	
	Number	Per Cent*
I. Teacher and Staff		
A. Modification of Specific Teacher Behaviors		
1. Attention to children's responses; recognition of individual needs	3	8.9%
2. Classroom organization that supports appropriate behavior	1	2.9
3. More teacher and teacher pupil planning	3	8.9
4. Greater use of incidental learning opportunities	1	2.9
B. Teacher Replacement		
1. Teacher who knows early childhood education--a new teacher	6	17.6
2. A new OTP	1	2.9
C. Teacher Education		
1. Specific help to sharpen awareness of five year olds; to develop a challenging program with depth	6	17.6
TOTAL FOR CATEGORY I	21	61.7
II. Content		
A. Strengthening of content in all areas	3	8.9
B. Enrichment of content	3	8.9
TOTAL FOR CATEGORY II	6	17.8
III. Space, Equipment and Supplies		
A. Additional materials and equipment	5	14.7
B. Rearrangement of room	1	2.9
C. Better utilization of materials	1	2.9
TOTAL FOR CATEGORY III	7	20.5
TOTAL	34	100.0%

*Indicates per cent of total number of changes recommended by observers for kindergarten programs.

More than sixty per cent of the responses of most needed changes in the kindergarten program, reported by the professional educators serving as observers, relate to the teachers. Observer responses varied from teacher replacement to modification of specific teacher behavior. There were six specific recommendations for teacher education. Those recommendations imply that with help and guidance for the teacher, curriculum content will improve.

Clearly, observers see as great a need for improvement in the quality of teaching in the kindergartens as they did in the prekindergartens, where 58.5% of the responses referred to the teacher. However, the recommendations are more emphatic here since the extreme of teacher replacement was suggested in one fifth of the responses.

The second category, Content, includes only 17.8% of the observers' responses. Within this category there are two distinguishable types of responses: A) Strengthening content in all areas, which refers to a generally weak curriculum in programs judged as fair or poor in the overall rating scale of the classroom observation in the Observer Guide, and B) Enrichment of content, which refers to additions of depth and variety in programs rated as very good or excellent.

The third category, Space, Equipment and Supplies, contains one fifth of the total number of suggestions for change. This percentage (20.5%) is slightly greater in the kindergarten data than in the prekindergarten data (16.6%).

Since only one observer reported the need for additional space, equipment and supplies in a prekindergarten program, it might be concluded that almost all prekindergartens observed are adequately equipped. The frequency of mentions, however, may not adequately represent equipment needs in either prekindergartens or kindergartens.

Some supervisors and principals cited the lack of running water and toilets in prekindergarten rooms as a distinct need. Kindergarten observers, supervisors, and teachers reported lack of outdoor play space, multiple use of rooms, lack of running water and toilet facilities, and lack of materials in their responses. In several instances, materials for the kindergartens came in large part from already existing kindergartens.

It may be that space, equipment and supplies were clearly secondary to observers when compared to the need for quality teaching. Data reported in Table 72 (page 88) show that supervisors and principals reported equipment, supplies and space more frequently than quality of teaching as difficulties preventing them from having the most desired program. That the professional educators serving as observers exhibited more concern about the teacher and the quality of teaching is evidenced by the fact that only one administrator cited the replacement of a teacher, while six recommendations for teacher replacement in the kindergarten program were made by the observers.

Table 70 summarizes observer recommendations for changes in ~~both~~ programs.

TABLE 70

SUMMARY OF MOST NEEDED CHANGES TO HAVE MORE EFFECTIVE PREKINDERGARTEN AND KINDERGARTEN PROGRAMS

Main Areas	Prekindergarten Recommended Changes		Kindergarten Recommended Changes		Total Recommended Changes	
	Number	Per Cent*	Number	Per Cent*	Number	Per Cent*
I. Teacher and Staff	7	15.2%	21	45.7%	28	60.9%
II. Content	3	6.5	6	13.0	9	19.5
III. Space, Equipment and Supplies	2	4.4	7	15.2	9	19.6
TOTAL	12	26.1%	34	73.9%	46	100.0%

*Indicates per cent of total number of changes recommended by observers for prekindergarten and kindergarten programs.

Over sixty per cent of the recommended changes for combined prekindergarten and kindergarten programs made by the observers were related to teachers and staff. Principals and supervisors responding to the questionnaire did not evidence the same opinions.

TABLE 71

PRINCIPAL AND SUPERVISOR OPINIONS ABOUT FACTORS CONTRIBUTING TO THE SUCCESS OF THE PREKINDERGARTEN AND KINDERGARTEN PROGRAMS

Respondent	Staff		Plant, Supplies and Equipment		Reference to Parents		Administrative and Program Structure		Other	
	P*	K**	P	K	P	K	P	K	P	K
Supervisor	6	7	1	7	3	1	8	3	0	0
Principal	7	5	1	3	2	1	6	3	0	1
Total	13	12	2	10	5	2	14	6	0	1

*Refers to prekindergarten programs
**Refers to kindergarten programs

Table 71 contains the number of mentions in each category by supervisors and principals. In the first category, Staff, the mentions referred specifically to positive classroom teacher qualities--interested, dedicated, anxious to improve, experienced, competent, conscientious, outstanding, excellent, hard-working, understanding, and cooperative.

Both mentions by prekindergarten respondents in the second category, Plant, Materials and Equipment, referred to quantity of material and speed in getting material to the school by the Board of Education.

In the third category, Parents, responses included parent cooperation, acceptance of the program, and the establishment of good relations with

Spanish-speaking parents.

In the fourth category, Administrative and Program Structure, prekindergarten principals' responses pertained to the orderly development of staff functions, careful assignment of staff, assistance of an early childhood education supervisor, and the Prekindergarten Curriculum Guide and other bulletins from the Board of Education. The responses of kindergarten administrators were somewhat different. They reported cooperative planning by kindergarten staff, structure given to areas covered, the principal's assistance, a well integrated school and personnel, additional funds for trips, and additional personnel as factors contributing to the success of their programs. The one mention in the category, Other, was ". . . the acceptance of the philosophy that these children need help at an early age."

The fact that not one administrator mentioned the addition of nonprofessional staff as contributing to the success of the program again suggests that school personnel have not learned how to best utilize nonprofessional staff. However, there were eight mentions by kindergarten supervisors and principals, reported in Table 72, of lack of nonprofessional help preventing them from developing the most effective program possible.

TABLE 72

PROBLEMS PREVENTING DEVELOPMENT OF MOST EFFECTIVE PREKINDERGARTEN OR KINDERGARTEN POSSIBLE

Respondent	Staff and Class-size		Plant, Supplies Equipment and Funds		Administrative and Program Structure		Students	
	P*	K**	P	K	P	K	P	K
Supervisor	3	6	5	9	3	3	0	0
Principal	7	5	5	8	3	3	1	1
Total	10	11	10	17	6	6	1	1

*Refers to prekindergarten programs
**Refers to kindergarten programs

Responses relating to Staff and Class size, shown in the first category above, reflect [illegible] differences. Six of the ten mentions made by prekindergarten principals and supervisors referred to lack of supervisory help for teachers and nonprofessional staff, two referred to untrained personnel in charge during the lunch period, and one referred to the poor quality of personnel. Kindergarten administrators twice referred to lack of supervisory help, and once to teacher turnover. The remaining eight mentions referred to either lack of aides or assistants, or to large class size.

When referring to plant, supplies, equipment and funds, Category II, both prekindergarten and kindergarten administrators reported lack of space, need for more outdoor and indoor equipme t, a more immediate system of getting supplies, the need for tile floors, lack of water and toilet facilities in the classroom, and the need for additional funds for trips, library books, and petty cash. One respondent thought the school to be too large, and another felt that the general conditions in the building and classrooms were poor.

Responses found in Category III indicate that administrative and program structure presented problems for both prekindergarten and kindergarten administrators. Lack of time between receipt of notices and implementation of programs, insufficient orientation of principals, lack of time for teachers' meetings and community activities and for cooperation and sharing with other classes in the city and the district were characteristic responses. One kindergarten principal mentioned problems resulting from reorganization when 225 children were sent in from a neighboring district.

The final category, Students, contains mentions by a prekindergarten supervisor reporting they could not accommodate all of the four-year-olds, and a kindergarten supervisor referring to the high mobility rate (turnover) of students. This problem was reflected in kindergarten teachers' reports of the great number of children who left the program.

Principals were asked if they were in favor of the program being continued, discontinued, or modified. Five of the six prekindergarten principals reporting checked "continued" as their response. One of those five added, ". . . with additional space and supervisory personnel, and expanded." The response of the sixth prekindergarten principal shows the advantage qualitative data has over quantitative data in the potential richness of response. He checked modified, listing the following modifications:

1) Sufficient time and orientation should be provided before an innovation is introduced.

2) At least an administrative assistant should be provided for

supervising the extra personnel assigned to the Expanded Pre-kindergarten Program.

3) When the program is definitely established, it should begin in September at the same time as the rest of the school, not a month later in October.

4) Teachers should be required to make more structured plans--not leave so much to chance occurrences.

Responding to the question of whether the expanded kindergarten program should be continued, discontinued or modified, eight of the nine kindergarten principals responding were in favor of the program being continued. They made no additional comments, nor did they suggest modifications. One kindergarten principal did not check any of the three responses adding, instead, the following note: "I do not know, since I did not know we had the program and do not know in what respect it is supposed to differ from a regular kindergarten program."

In the opinion of the writers, this statement bears further investigation. Bloom, Davis and Hess (1965, p. 17) state clearly and emphatically that school programs for very young children in disadvantaged areas should far exceed traditional kindergartens in scope of content and overall enrichment.

While it is probable that "regular" kindergartens in special service schools in New York City are not approaching the quality of the program described by Bloom, one of the problems of the present evaluation is to determine the extent to which expanded kindergartens are successful in meeting the special educational needs of young children in disadvantaged areas. According to observer judgments made in the General Rating Scales, only fair programs exist for both prekindergartens and kindergartens. Those ratings strongly suggest that, at present, New York City expanded prekindergarten and kindergarten programs are not approaching the exceptional quality described by Bloom as the kind needed for young children in disadvantaged areas. It is possible, too, that the observers, most of whom are experts in early childhood education, were using as a basis for judgment traditional school programs of high quality and not the highly enriched program described by Bloom.

The General Rating Scales and the Rating of the Overall Observation

The General Rating scales were used to elicit evaluations of four conceptually distinct but functionally interrelated elements of early childhood education from the professional educators who served as observers.

The General Rating of Play Experiences was intended to assess the primary means through which young children are taught. The General Ratings of Language in the Classroom and of Content of Instruction were intended to assess the quality of verbal concept learning, and the extension and development of language and concept learning through firsthand experience in science, mathematics, art and music. The General Classroom Rating of Management was intended to assess the pedagogical skill of teachers.

Finally, a General Rating of the Overall Observation was included to permit the investigators, by inspecting correlations between other observer guide scales and this overall rating, to estimate the relation of various teacher and pupils behaviors to observers' evaluations.

The General Evaluative Scales

Play experience in early childhood education is one of the major media of instruction. In this respect different kinds of play experiences in prekindergarten and kindergarten are equivalent to varied learning situations in college--lectures, seminars, field trips, and sessions in the laboratory, for example.

TABLE 73

GENERAL RATING OF PLAY EXPERIENCE

5	4	3	2	1
excellent	good	fair	poor	lacking

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.5	3.2	3.3
SD	.50	1.14	1.00
Range	3-4	1-5	1-5

This scale correlates .822 with the frequency with which teachers' and other adults' responses and gestures indicate that they are listening to and understanding children's communications, .822 with the overall evaluative rating of classroom management, .814 with the evaluative rating of content of instruction, .716 with extensive teacher contacts, -.695 with restrictive teacher contacts, .687 with the frequency with which children are given responsibilities for routine activities, .673 with the evaluation rating of the quality of instruction in literature, and .657 with the frequency with which teachers and other adults use incidental experiences to foster sharing.

TABLE 74

GENERAL RATING OF LANGUAGE IN THE CLASSROOM

5	4	3	2	1
excellent	good	fair	poor	very poor

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	2.9	3.00	2.96
SD	.94	1.04	1.01
Range	2-5	1-5	1-5

This scale correlates .761 with the general evaluative rating of play experience, .742 with the frequency with which teachers and other adults listen to and understand children's communications, .727 with the general evaluative rating of classroom management, .727 with the general evaluative rating of the quality of content instruction, -.669 with restrictive teacher contacts, .659 with extensive teacher contacts, .679 with the frequency with which children are given responsibility for routine classroom activities, and .626 with the frequency with which children engage in satisfying activities.

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TABLE 75

GENERAL RATING OF INSTRUCTION IN CONTENT AREAS

5	4	3	2	1
excellent	good	fair	poor	very poor

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	2.5	2.7	2.66
SD	1.07	1.05	.97
Range	2-4	1-5	1-5

This is the lowest-rated scale of the four general ratings. The following correlations with conceptually related items indicate the importance of instruction in content areas within the educational program.

This scale correlates .814 with the general evaluative rating of play experiences, .743 with the frequency with which teachers and other adults listen to and understand children's communications, .780 with the general evaluative rating of classroom management, .652 with extensive teacher contacts, -.610 with restrictive teacher contacts, .663 with the evaluative rating of the use of literature, and .625 with the overall evaluative rating of the class sessions observed.

TABLE 76

GENERAL RATING OF CLASSROOM MANAGEMENT

1	2	3	4	5
very poor	poor	fair	good	excellent

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.40	3.30	3.20
SD	.91	1.18	1.13
Range	2-5	1-5	1-5

The correlates of this scale are not housekeeping items, but teacher behaviors that enhance the conditions of learning. This scale correlates .822 with the general evaluation of the quality of play experiences, .780 with the general evaluation of the quality of instructional content, .727 with the quality of the use of language in the classroom, .689 with the frequency with which children are engaged in satisfying activities, .685 with the frequency with which children appear free from strain, .669 with the evaluation of the use of literature in the classroom, .641 with extensive teacher contacts, and -.639 with restrictive teacher contacts.

TABLE 77

GENERAL RATING OF OVERALL OBSERVATION

1	2	3	4	5
very poor	poor	fair	good	excellent

	Expanded Prekindergarten	Expanded Kindergarten	Combined Samples
N Classes =	10	20	30
Mean	3.3	3.0	3.23
SD	.64	1.22	1.05
Range	2-4	1-5	1-5

The general rating of the overall observation shows that the observers judged the prekindergarten and kindergarten classes to be essentially equivalent in terms of the evaluative scale. Although there is greater variability of rating in the kindergarten classes included in the sample, the mean value of each represents a rating of "fair." This scale correlates .754 with teacher flexibility, .689 with the evaluative rating of art in the classroom, .684 with the general evaluation of classroom management, .641 with the frequency with which children are engaged in satisfying activities, .633 with the frequency with which children are free from strain; smile, laugh, and chatter, and .625 with the general evaluation of the quality of content instruction.

These correlations are interpreted by the writers to mean that, in the judgment of the observers, high quality compensatory education for young children is related to teacher behavior; specifically, to spontaneous flexibility in organizing activities of children and to children's behavior that indicates enjoyment of learning. A teacher knowledgeable in the intellectual, affective and physical development of young children will perceive more opportunities for learning and be better prepared to utilize those opportunities to their maximum.

Assessment of Adequacy

Under the best of circumstances it is difficult to assess the effect of an educational program. Even carefully controlled experiments have had their main effects contaminated by unknown or unexpected sources of variance. In principle, an ex-post facto investigation is inappropriate as a means of determining cause and effect relationships. In attempting to evaluate the accomplishments of the expanded prekindergarten and kindergarten program the writers were hampered by lack of time, a small sample, no external criteria upon which sound judgment could be based, the absence of a comparison group, and the inability to collect data on children for whom these programs were made. These difficulties are compounded when one attempts to assess individual aspects of the programs which are functionally related and which act upon one another; as, for example, the form of instruction, its content, and the act of teaching.

Although these difficulties could not be overcome, it was possible to devise a means of using the observational data and the raters' professional judgments in a manner that reduced the probability of errors in interpretation and was meaningful in terms of the basic aims of the programs. The rationale for our procedures is based on Bloom, Davis and Hess's idea that programs for compensatory education at the early childhood level should ". . . provide culturally deprived children with the conditions for their intellectual development and the learning-to-learn stimulation which is found in the most favorable home environments." (1965, p. 17) We have interpreted this to mean that an adequate level of educational excellence, in areas where disadvantaged children most require special help, must be at least equivalent to the conditions that exist in the most favorable home environments.

Criterion variables were selected from the Observation Guide if they reflected teacher or pupil behaviors held to be educationally and psychologically meaningful with respect to the aims of the programs. An item thus selected must have correlated .60 or above with one or more of the general rating scales. This was an attempt to identify instances in which professional educators' observations and judgments were congruent with conceptually meaningful behaviors. This procedure yielded eleven items related to three objectives of the prekindergarten and kindergarten programs.

The second highest scale value, four, seemed to the writers appropriate to use as the basis for judging the mean of a relevant variable adequate or inadequate. While a rating of four is substantially above a rating of mediocre, it is not so high as to be practically unattainable. Program adequacy, with respect to a given variable, was operationally defined as a scale mean, based on the combined samples, not significantly lower than a hypothetical population mean of four, at the one per cent level of confidence.

The mean of the combined samples was then subjected to statistical test to determine the frequency with which it might have been a chance deviation from a hypothetical population mean of four, the scale value set as the lower bounds of an adequate rating. If an obtained mean could have been a chance deviation from a hypothetical population mean of four fewer than once out of one hundred times, it was considered unlikely that the true mean of the population equaled or exceeded four, the minimum value for an adequate rating.

The four items from the Observer Guide which follow were identified as criterion variables for evaluating the language-development aspects of the prekindergarten and kindergarten programs.

Critical z = 2.58. Consequently, an obtained z value equal to or greater than critical z represents a significant deviation from a hypothetical population mean of four. An asterisk following an item indicates that its z value exceeds critical z, and that it therefore must be considered an inadequate aspect of the program.

1. Child-child communication is active, vital and flowing. z = .96
2. Child-teacher (-adult) communication is free and open, without apparent hesitation and restriction. z = 1.17
3. Teachers' (other adults') responses and gestures indicate that they are listening to child and understand what he is saying. z = 2.18
4. Teachers (other adults) use incidental and planned experiences to develop observation and related verbalization. z = 6.69*

The program was found to be adequate with respect to the first three items above, but inadequate with respect to the last. Inspection of the first two items reveals that they require little pedagogical skill. The third item involves behavior that requires the teacher's attention and concern. Item number four is primarily a function of the teacher's knowledge and skills.

The following three items were identified as criteria for evaluating the concept-development aspects of the prekindergarten and kindergarten programs.

1. Teachers (other adults) guide children in finding satisfaction and pleasure in music. z = 2.94*
2. Use of literature in a way that creates enthusiasm and enjoyment of literature (picture storybooks, story-telling, poetry, fingerplay). z = 4.65*
3. Teachers (other adults) ask questions that stimulate and foster comprehension; children respond. z = 6.31*

The programs were found to be inadequate with respect to all three of the items above. Each of the items involves behavior that requires teachers to exercise pedagogical skills. The first two items refer to teacher skills in specific areas of instructional content. The third is less specific. A large part of the instructional program in classrooms is dependent upon the teacher's skill in using questions. This item reflects successful questioning that fosters learning and provides an opportunity to reinforce students' responses.

The following four items were identified as criteria for evaluating the psychological climate of the classroom with respect to opportunities to receive approval, obtain equal satisfaction, and provide conditions consonant with sound social-emotional adjustment.

1. Children are free from strain; smile or laugh, and chatter. z = 1,88
2. Children are actively engaged in some satisfying activity. z = .80

3. Children participate in planning play experiences with the opportunity for self-selection of activities. z = 3.37*

4. Extensive teacher contacts (essentially integrative)

   (Giving information; giving help and approval without interfering; asking leading questions, making suggestions; structuring situations with empathy and imagination; behaving in friendly manner). z = 2.793*

The program was found to be adequate with respect to items one and two and inadequate with respect to items three and four. As has been the pattern in the previous criterion items, those found adequate are, to a large extent, independent of teacher competency. The behaviors found to be adequate in the first two items can occur in the absence of the teacher.

Pedagogical skills are implied in the behaviors referred to in item three; specifically, the skillful management of play activities to foster appropriate, rewarding social interactions without foreclosing opportunities for individual choice. The fourth item refers to teacher behavior that requires a good deal of skill, in addition to exemplifying several of the basic aims of the programs in behavioral terms.

CHAPTER III

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Based upon the data presented in the preceding chapters, the writers conclude that the Expanded Prekindergarten and Expanded Kindergarten programs have major shortcomings with respect to (a) teacher-influenced opportunities to develop and extend language abilities (listening-speaking skills), (b) opportunities for intellectual growth by means of firsthand experiences and (c) teacher-influenced attitudes toward school and learning.

This is not to say that programs and staff are grossly inadequate, or that the schools' efforts have resulted in a clear failure. The data of this investigation do not support such a conclusion. The children in classrooms sampled were usually happy, often engaged in satisfying activities, and freely interacted with each other as well as with their teachers. For the most part, children seem to be enjoying their experiences in school.

The judgment of "adequate" or "inadequate" made for criterion variables is made in operational terms. It is relative to the demands of compensatory education and valid in that context only. Both programs provide opportunities for intellectual and experiential stimulation, but there is little assurance that such opportunities are being used to best advantage.

In the opinion of the writers, the generally mediocre level of pedagogical skills common to the samples of teachers observed presents a problem of considerable social and educational importance. Education is a primary agency of social and economic change. Should the programs continue at their present level of functioning, they will not compensate for the effects of economic and social inequity and this means of advancement will be denied those who need it most.

The present writers do not imply that the current programs should be discontinued. Rather, they represent only a start. The next step is the improvement of curricula and of the quality of instruction through carefully structured in-service training.

Recommendations for In-Service Training

Observers were consistent with their emphatic recommendations for special training for teachers in order to bring about changes in the instructional programs of the prekindergarten and kindergarten. Even when observers rated class sessions very good or excellent, they sometimes made the recommendation that teachers would benefit from further training to learn about enriching curriculum content. Over sixty per cent of the observer recommendations related to further specific teacher training, and almost twenty per cent related to needed changes in curriculum content and process.

Traditional procedures will not serve the in-service training needs for teachers of young children in disadvantaged areas. The present supervision carried on by in-school personnel is far different from the in-service education program recommended. An in-service training program must be presented as an integral part of the expanded prekindergarten and kindergarten programs.

It is imperative that the nonprofessional staff be included in such training along with the teachers. The potential usefulness of nonprofessional staff has barely been tapped. Reports of school administrators and teachers indicate confusion as to the roles of nonprofessional staff. It is possible that clarification of roles and specific training in carrying out designated responsibilities could be an important aspect of a program of in-service training.

Recommendations for Further Research

In the opinion of the writers, ex post facto evaluation of educational programs is an inappropriate means of assessing effects or determining educational value. The complex and interactive nature of salient variables in education requires a large-scale experimental investigation and longitudinal study. Such an investigation should base its conclusions on data collected from interviews with parents,[1] students, school administrators, health personnel[2] and teachers. Classroom observations should be made in conjunction with psychological, aptitude and ability tests for all staff and students. Observational data on aspects of the environment known to be relevant to learning and achievement should be included.

A randomized school and class design with appropriate control groups of middle-class, nonprogram disadvantaged and other-program children of sufficient size to allow appropriate data analysis after a sixty per cent sample shrinkage over a five-year period should be adequate for such an undertaking. Of particular importance would be the construction of a classroom observation guide designed to accommodate factorial hypotheses concerning teacher and pupil behaviors that parallel children's conceptual development as measured by currently available factorial tests. Meaningful conclusions may be drawn only when experimental conditions are manipulated and the relative effects of the major variables assessed over time.

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[1] See Appendix VI.

[2] See Appendix VII.

APPENDIX I

Reliability of Raters

Table 78 below is an incomplete estimate of the reliability of observers' ratings using Ebel's (1951) method. The five general evaluative scales, General Rating of Play Experience, General Rating of Language in the Classroom, General Rating of Instructional Content, General Rating of Classroom Management, and the Rating of the Overall Observation were summed. The mean of those combined scales was determined and its reliability, including between-rater variance as part of the error term, is reported for each of the three separate analyses. The ratings were carried out by one rater at a time, from one to seven days apart.

TABLE 78

THE RELIABILITY OF THE MEAN OF FIVE EVALUATIVE RATINGS ASSIGNED FIVE TEACHERS BY FIVE OBSERVERS IN THREE SEPARATE ANALYSES

Observer N	3 (A,B,C)	2 (A,E)	3 (B,C,D)
Teachers N	2	1	2
Reliability of Averaged Ratings	.79	.82	.97

The small number of teachers observed render the above data no better than a chance guess. Further, the observational data were reported for individual scales rather than combined scales. Nevertheless, the writers wished to offer at least an indicant of rater reliability.

APPENDIX II

Summary of Parent Involvement

A major objective stated in the proposal for the prekindergarten project is that programs should result in the increased interest of parents in their children's school progress and parental confidence in their children's ability to succeed.

Data related to parent attitude and involvement was gathered from supervisors and teachers. The range of activities involving parent participation included routines such as their required presence at physical examinations and scheduled parent conferences, and invitations to visit school, to go on trips with the class, and to attend parent workshops. Information related to frequency of specific activities was not reported consistently enough to make possible an accurate estimate of the scope of parent-school relationships. While teachers reported the number of parents who came to parent conferences as compared to those who did not, the number of parent conferences held during the year was not reported.

The data did indicate great variation, from class to class, of parent response to required activities. This suggests that some schools were doing a far better job than others of getting parents interested and involved. Often, where teachers reported parents accepting responsibility for attending school-required activities, they also reported interesting parent workshop activities. Such reports were made in response to a question asking if teachers noted any change in parents' interests or expectations for their child after parents had become involved in activities in the school. The responses of many of the teachers to that question does support the idea that involving parents in school-initiated activities can bring about change in both parents' attitude toward school and in child-rearing practices.

When teachers reported activities such as workshops where parents themselves experienced a day in a prekindergarten class, they often followed the activity description with examples of changes in parent expectations for their child in school and at home. For example, it was reported that several parents stopped expecting their prekindergarten children to be able to write their name and to say the ABC's after they had experienced a typical day in school. A foster parent stopped beating a four-year-old for not being able to tie his shoes when she learned that other children couldn't either.

When teachers reported continued disinterest on the part of parents, they often did not include any description of activities with parents, and parent attendance at required activities tended to be lower for those classes. Invitations to accompany a class on trips provide another opportunity for parent involvement. Three prekindergarten teachers reported that they did not need parent help on trips because of the number of nonprofessional staff serving the class. These reponses indicated that some teachers have viewed parent participation on trips only in terms of their own needs rather than as an opportunity to foster home-school relations. Sixteen of the twenty kindergarten teachers reported that a few parents joined the class for trips. However, many kindergarten teachers reported only neighborhood trips or one or two trips by bus.

In the opinion of the writers, information about parents' attitudes should be gathered from parents themselves. Data reported in the present evaluation, limited mainly to parent activities reported by teachers, does not permit a statement on parent attitude. However, the data reported do indicate great variability in the scope of activities involving parents and parent participation. This suggests that greater effort needs to be made by some schools to structure a program that would help parents become better informed about the educational goals of the school and, also, help them learn more about child development and good health practices.

In planning work with parents, schools would benefit from a careful investigation of the attitudes parents hold toward school and child-rearing. Subsequent studies of prekindergarten and kindergarten programs should include parent interviews, which would yield such information.

APPENDIX III

Summary of Health Problems and Attendance

Health and nutrition needs of children have become increasingly a function of the schools, especially in disadvantaged areas where those needs cannot be met by the home. On the subject of nutrition, Bloom states:

> Each child should be assured of an adequate breakfast to help him begin the learning tasks of the day. Each child should also be assured of a mid-day meal. If these meals cannot be provided by the home, they should be provided by the school of the community in such a way that no child feels a sense of shame or special distinction. (Bloom, Davis and Hess, 1965, p. 10)

No investigation was made of the schools' provision to meet nutritional needs of children in the sample. When reporting time spent in whole group activities, observers recorded snack time for both prekindergartens and kindergartens, and lunch for all prekindergartens. No mention was made of breakfast. Special funds for food were included in the proposal for the prekindergarten program, but not for the kindergarten program. Supervisors and principals referred to tasks related to additional food funds for prekindergartens

Commenting further on the school's responsibility for children's health needs, Bloom states:

> Each child should be given appropriate and frequent physical examinations by nurses, doctors, and dentists to determine special needs with respect to fatigue, disease, and dental, visual, and hearing problems. (Bloom, Davis and Hess, 1965, pp. 11, 12)

A major objective stated in the proposal for the kindergarten program is that the program should provide for identifying, and in some cases treating, the urgent needs of disadvantaged children.

Several questions pertaining to health were asked on the teacher questionnaires. Teachers in both programs reported that there were health records for all children enrolled and that those records were kept by the school nurse or doctor. Teachers responding often reported incomplete health records, adding that forms requesting information from parents for the child's health record, such as dates of preschool vaccinations, were not returned by some parents. A few teachers mentioned problems in obtaining health records from hospitals or medical centers.

Many teachers reported failure of some parents to appear for their child's scheduled physical examinations. Since the Board of Education requires parents to be present for physical examinations, doctors usually do not proceed without them. One teacher did report that all of her children had had a physical examination because the doctor had administered the exam whether parents came or not.

Teachers were asked how many parents of children in their groups came for health examinations. Prekindergarten teachers, responding for fourteen classes with registers of approximately fifteen children each indicated a higher attendance rate than did kindergarten teachers. For eleven prekindergarten classes, more than two thirds, or from ten to fifteen, of the parents responded. Three classes had responses of less than two thirds of the parents. Only fourteen of the twenty kindergarten teachers responded to this question. Six reported they did not know because records were kept by the nurse. Out of the twenty-eight kindergarten classes reported, each with registers of approximately twenty-five children, in sixteen classes more than twenty parents were present, three had from fifteen to twenty, four had from ten to fifteen, and five had under ten.

Further evidence that prekindergartens had more complete health records came from teachers' responses to a question asking if they had had

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problems obtaining health records. Only one of the six prekindergarten teachers responding reported a problem, and that was related to dental notices. Six of the sixteen kindergarten teachers responding reported problems, and twelve reported no problems.

Other indications of the school's concern for children's health came from teacher and supervisor reports of work with parents. A few supervisors mentioned health as the topic of parent workshops. Both prekindergarten and kindergarten teachers mentioned discussion of children's health problems in parent conferences. In many of the cases reported, parents did follow up on suggestions made; in some, such as care of baby teeth, nothing was done.

The major problem relating to the present health program in the schools in this sample appeared to be the failure of response by the parents to appear for required examinations and, to some extent, to follow up on suggestions made to improve good health practices. The somewhat greater response by parents of prekindergarten children may possibly be attributed to greater awareness and interest on the part of parents because of the work of family workers and assistant family workers. However, this investigation did not yield information concerning the utilization of nonprofessional staff in relation to improvement of health practices.

The average daily attendance for prekindergartens (with registers from thirteen to sixteen) was 11.78, and for kindergartens (with registers from thirteen to forty) it was 19.35. The attendance for both programs on the day of observation was almost the same. This evidence indicates that attendance in both programs was fairly good, considering that a lower attendance rate is usually anticipated in disadvantaged areas where more health and family problems occur that prevent school attendance.

Partial Bibliography

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APPENDIX V

THE EXPANSION OF KINDERGARTEN INSTRUCTION AND PREKINDERGARTEN PROGRAMS IN DISADVANTAGED AREAS OF NEW YORK CITY

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Research Staff:

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Research Assistant

Mr. Mikhael Asad	Ph.D. Candidate in Department of Educational Psychology, New York University

TITLE I EXPANDED KINDERGARTEN
AND PREKINDERGARTEN PROGRAM

Observation Instructions

1. If you have not been notified regarding names of school personnel involved in the Title I programs prior to your observation, call the person making the initial contact. While unannounced observation is most desirable, you may find it expedient to notify the school in advance. In this way, if a trip is planned on the day you plan to visit, you will have time to reschedule your visit. You may wish to ask the school to call you if the classroom teacher is absent on the day you have scheduled a visit. The decision as to procedure on this matter rests with you. The concern is that you complete the number of observations to which you are committed in the designated two-week period, June 6th - June 17th.

2. Observations by two different observers will be made in eight classes. In these eight classes, observations may coincide in time, and they may not. Observations at different times are preferred. However, if it happens that two observers are there at the same time, please do not discuss your ratings, general evaluations or comments.

3. On the day that you observe, pick up the questionnaires from the principal, supervisor, and teacher(s). Also, pick up the teacher's time record, original and one carbon. It is suggested that you arrive in a school early to check on the completion of the questionnaires. If they are ready, check to see that there is a response to every item. If not, repeat the question to the respondent in an effort to get a response. If total questionnaires have not been completed, a reminder upon arrival at the school should give them time to complete the questionnaire before you leave the school. Try to avoid having respondents mailing questionnaires. However, if you cannot get the questionnaire from an individual, leave a stamped and addressed envelope for mailing. Mail expanded prekindergarten questionnaires to: Dr. Mary Wilsberg, 90 LaSalle Street, Apt. 19-G, New York, N.Y. 10027. Mail expanded kindergarten questionnaires to: Dr. L. V. Castiglione, 112-20 72nd Drive, Forest Hills, New York 11375.

4. Upon completion of all assigned prekindergarten tasks, please call Mary Wilsberg, UN 4-4574. Upon completion of all assigned kindergarten tasks, call Larry Castiglione, HI 5-7500, ext. 367, OR 261-6238. Mail completed observation guides and questionnaires as you finish each observation.

5. Keep track of your own time and transportation expenses. Time record sheets should be submitted every two weeks.

6. In case an emergency should occur, call either of the above.

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B.

Introduction to the Observation Guide

Always try to maintain objectivity in rating. For example, if you are rating in an afternoon session after a morning observation, the previous teacher's behavior should not be used as a basis for comparison. Rate each scale independently of others. A teacher may have a high rating on one scale and a low rating on another.

Tentative evaluations may be made during the course of the observation period. However, at the close of the observation, be sure and mark clearly your rating, completing every item. If the item described is not observed, explain why, but do not leave blank. Should a rater not be able to rate one or more of the scales, the reasons must be clearly specified. However, we do not anticipate this occurring. Space is left after each item to explain briefly the basis for your response. For example: "Teacher changed activities because of time schedule, ignoring high degree of interest and involvement in activity." This needs only to be a few phrases.

One section asks for approximate length of time of specific total group activities. Time can be noted at the onset of the activity and at the end, and then the total time calculated. Do not include transitional time periods, such as clean-up.

Complete every item before going on to the next observation. It is imperative that you do this, so that objectivity will be maintained, and confusion in recalling will be avoided.

C.

EXPANDED PREKINDERGARTEN AND KINDERGARTEN

CLASSROOM OBSERVATION GUIDE

School P.S. ____________________ Teacher ____________________

Address ____________________ Boro ____________________

Prekindergarten ____________ Kindergarten ____________
(check one)

Number of Children Present ______ Absent ______

Number of Adults Present ______ Absent ______
(list according to role)

Date ____________________

Observer ____________________

Duration of Observation __________

AM __________

PM __________

I. NATURE OF PLAY EXPERIENCE AND ACTIVITIES

1. Children participate in planning play experiences with the opportunity for self-selection of activities.

1	2	3	4	5
never	seldom	occasion-ally	usually	very frequently

Basis for response:

2. Children are free from strain; smile or laugh, and chatter.

5	4	3	2	1
very frequently	usually	occasion-ally	seldom	never

Basis for response:

3. Children are actively engaged in some satisfying activity.

5	4	3	2	1
very frequently	usually	occasion-ally	seldom	never

Basis for response:

4. Play materials in use are suitable to age level of the children.

1	2	3	4	5
none	few	some	most	all

Basis for response:

(continued)

5. Play materials are easily accessible and in good condition for use.

5	4	3	2	1
all	most	some	few	none

Basis for response:

6. Use of play space available.

1	2	3	4	5
very poor	poor	fair	good	excellent

Basis for response:

7. Child-child groupings in indoor play activity tend to be

1	2	3	4	5
individual	pairs	groups of 3	groups of 4 or 5	groups of over 5

Basis for response:

8. Equipment in use during observation (check one space for each item):

Not Observed	In Use	Not In Use	
___	___	___	a) equipment to stimulate large muscle activity, such as climbing, lifting, pulling, pushing
___	___	___	b) equipment to promote cooperative play
___	___	___	c) equipment to promote dramatic play
___	___	___	d) equipment to stimulate expression of ideas and feelings through a variety of activities with blocks, music, clay, and paint
___	___	___	e) equipment to encourage quiet activities with pictures, books, and flannel board
___	___	___	f) equipment to encourage manipulative skills with puzzles, nesting blocks, graduated cones and cylinders
___	___	___	g) equipment provided to encourage "looking-glass self" (Negro dolls, books with Negro, Puerto Rican, etc. characters

(Comment on next page)

(continued)

8. (Continued)

Comment:

9. Range of content of play activity (check those observed)

1 ____ domestic
2 ____ construction
3 ____ toys (trains, boats, cars, traffic signals, etc.)
4 ____ dramatic (puppets, pantomimes, costume play, etc.)
5 ____ puzzles, pegboards, other manipulative materials
6 ____ sandtable and water play
7 ____ rhythms (rocking horse, rhythm instruments, etc.)
8 ____ art (clay, dough, crayons, paints, collage materials)
9 ____ dictated writing
10 ____ library (books, recorded stories, story filmstrips)
11 ____ outside play
12 ____ other (specify)

Comments:

10. Range of content of total group activities (record approximate time spent)

1 __________ planning for day's or future (trip) activities, and for classroom living
2 __________ discussion (sharing news, ideas, objects)
3 __________ planned demonstration-discussion-participation (messing about - science, plants, floating objects; social studies, etc.)
4 __________ music and rhythms
5 __________ story
6 __________ rest
7 __________ snack
8 __________ lunch
9 __________ arrival and departure routines
10 __________ other (specify)

(Comments on next page)

(continued)

10. (Continued)

Comments:

11. RATING OF PLAY EXPERIENCE

1	2	3	4	5
excellent	good	fair	poor	lacking

Basis for response:

(continued)

II. LANGUAGE IN THE CLASSROOM

12. Teachers (other adults) ask questions that stimulate and foster comprehension; children respond.

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

Basis for response:

13. Teachers' (other adults') responses and gestures indicate that they are listening to child and understand what he is saying.

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

Basis for response:

14. Teachers (other adults) give specific attention to language development of non-English speaking children (identifying by name some things with which they are playing, encouraging child to provide name in native tongue, supplying words to describe sensory experiences, etc.)

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

Basis for response:

(continued)

18. Child-teacher (-adult) communication is free and open, without apparent hesitation and restriction.

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

Basis for response:

19. Child-child communication is active, vital and flowing.

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

Basis for response:

20. RATING OF LANGUAGE IN THE CLASSROOM:

5	4	3	2	1
Excellent	Good	Fair	Poor	Very Poor

Basis for response:

(continued)

III. CONTENT AREAS

21. Teachers (other adults) take advantage of on-going classroom activities to build understanding of basic mathematical concepts (asks "how many", "which one"; one-to-one correspondence -- one child, one chair, one cookie, etc.; calls attention to sets of objects and children, geometrical shapes, and contrasts, such as big-little, heavy-light; ordinals: first block, second block, etc.; games, such as dominoes).

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

Basis for response:

22. Teachers (other adults) structure specific group activities to develop mathematical concepts (uses number line to find out how many; counting for attendance or snacks; weighing animals, etc.).

__________ not observed __________ observed

Basis for response:

24. Teachers (other adults) structure specific group activities to develop science concepts (use of simple machines to do work; experiments with plants; floating objects; magnets; etc.).

__________ not observed __________ observed

Basis for response:

25. Teachers (other adults) utilize classroom living procedures and attitudes to foster sharing, acceptance of rights and responsibilities of self and others,

5	4	3	2	1
very frequently	usually	occasionally	seldom	never

Basis for response:

(continued)

26. Teachers (other adults) structure experiences that focus upon the children's own and differing environment (pictures, discussion, trips, guests).

__________ observed __________ not observed

Basis for response:

27. Teachers (other adults) encourage good health and safety practices in classroom living.

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

Basis for response:

28. Use of literature in a way that creates enthusiasm and enjoyment of literature (picture storybooks, story-telling, poetry, fingerplay).

1	2	3	4	5
very poor	poor	average	good	excellent

Basis for response:

29. Teachers (other adults) guide children in finding satisfaction and pleasure in music.

1	2	3	4	5
never	seldom	occasionally	usually	very frequently

Basis for response:

(continued)

30. Use of art experiences to explore media independent of adult intervention and qualitative judgment.

1	2	3	4	5
very poor	poor	average	good	excellent

Basis for response:

31. RATING OF INSTRUCTION IN CONTENT AREAS:

5	4	3	2	1
excellent	good	fair	poor	very poor

Basis for response:

(continued)

IV. CLASSROOM MANAGEMENT

32. Children are given responsibility for routine activities (clean-up, watering plants, pouring juice, serving cookies, etc.).

5	4	3	2	1
very frequently	usually	occasionally	seldom	never

Basis for response:

33. Character of transitions (play to clean-up, clean-up to snack time, etc.):

1	2	3	4	5
chaotic		average		very smooth

Basis for response:

34. Teacher flexibility (in routine activities, arrangement of furniture, use of materials, etc.):

1	2	3	4	5
very rigid	somewhat rigid	average	somewhat flexible	very flexible

Basis for response:

35. RATING OF CLASSROOM MANAGEMENT:

1	2	3	4	5
very poor	poor	fair	good	excellent

Basis for response:

(continued)

35. Basis for response (continued):

36. RATING OF OVER-ALL OBSERVATION:

1	2	3	4	5
very poor	poor	fair	good	excellent

Basis for response:

37. Most effective aspect of program observed:

38. Most ineffective aspect of program observed:

(continued)

39. Most needed changes to have a more effective program:

40. Additional comments:

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EXPANDED PREKINDERGARTEN PROGRAM

School______

Teacher Questionnaire

CLASS STRUCTURE

1. How, and by whom, were children selected for your prekindergarten program? Specify procedures used to reach those in greatest need.

2. How many children in your group (s) were below average in overall development (language, motor, emotional, social) for a four year old?

	Number
A.M.	
P.M.	

3. How many children in your group(s) entered without English, or with severe retardation in language development?

	Non-English	Severe retardation
	Number	Number
A.M.		
P.M.		

4. How many children in your group(s) come from families who are on welfare?

	Number
A.M.	
P.M.	

5. What is the ethnic composition of your group(s)? Give ethnic group number

Ethnic group	Number
A.M.	
P.M.	

6. How may children in your group(s) have siblings in the school?

Number

A.M.

P.M.

PARENT ATTITUDE

1. How many parents have cooperated in completion of the physical examination?

Number

A.M.

P.M.

2. Have parents, when asked, accompanied the group on trips? How many?

3. Did you have individual parent conferences? Yes___ No___

How many parents came?		How many were asked?	
	Number		Number
A.M.		A.M.	
P.M.		P.M.	

4. When parents have been involved, have you noted any change in their interest or expectations for their child, or way in which they work with their child? Cite specific incidences.

5. Have parents taken the responsibility of getting their children to and from school? If not, was escort service provided? For how many?

CLASS ATTENDANCE

FROM BEGINNING OF PROGRAM

	NAME	ENTRANCE DATE	TOTAL DAYS PRESENT	TOTAL DAYS ABSENT	LEFT PROGRAM (DATE LEFT)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

CLASS ATTENDANCE
FROM BEGINNING OF PROGRAM (continued)

	NAME	ENTRANCE DATE	TOTAL DAYS PRESENT	TOTAL DAYS ABSENT	LEFT PROGRAM (DATE LEFT)
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

STAFF PERSONNEL

Your name: ______________________ School: ______________________________

PLEASE CIRCLE THE NUMBER OF THE ANSWER WHICH APPLIES TO YOUR ANSWER, OR DESCRIBE YOUR ANSWER.

1. What is your sex? (circle one)

Male................1
Female..............2

2. Wha t is your present age? ____________________years

3. What is your current marital status? (circle one)

Single..............1
Married.............2
Divorced, Separated.3
Widowed.............4

4. What is the highest college degree that you have? (circle one)

		MAJOR AREA
None	1	
Degree based on less than 4 years college	2	________________
Bachelor's Degree	3	________________
Master's Degree	4	________________

5. What in-service training have you had this year?

6. How long have you been teaching at the early childhood level? (including the present school year)

____________________years

7. Suppose you could go back to your college days and start over again, in view of your present knowledge, would you become a teacher? (circle one)

Certainly would not become a teacher.............1
Probably would not become a teacher..............2
Chance about even for and against................3
Probably would become a teacher..................4
Certainly would become a teacher.................5

8. How was your staff? (assistant teacher, family worker (s), aides) selected?

9. What staff personnel left during the year? (See Item 8 - re: staff)

10. What in-service training (in school and out of school meetings and programs) has your staff had this year?

11. What planning for the instructional program do you do as a staff?

12. How would you judge the competency of your staff at this point?

a. Assistant teacher: (Make two checkmarks, e.g. ✓A, ✓B, if you have two assistant teachers of varying competency)

a. Outstanding__________
b. Superior__________
c. Above Average________
d. Average______________
e. Below Average________
f. Poor_________________
g. Very Poor____________

b. Family Worker:

a. Outstanding__________
b. Superior__________
c. Above Average________
d. Average______________
e. Below Averave________
f. Poor_________________
g. Very Poor____________

c. Assistant Family Worker:

a. Outstanding__________
b. Superior__________
c. Above Average________
d. Average______________
e. Below Average________
f. Poor_________________
g. Very Poor____________

d. Aides: (Make a checkmark for each aide)

a. Outstanding__________
b. Superior__________
c. Above Average________
d. Average______________
e. Below Average________
f. Poor_________________
g. Very Poor____________

13. Have aides been assigned to duties outside the prekindergarten classroom? Specify what duties. Use reverse side if more space is needed

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ATTENDANCE, ATTRITION, AND HEALTH RECORDS

1. Total number of children in your group at present.

A.M. ____________ P.M. ____________

2. What is your average daily attendance in each group?

A.M. ____________ P.M. ____________

3. How many specific cases have you had this year where failure to attend was due to family problems? Describe the nature of the problem.

4. How many cases of prolonged illness of children do you have? What has been the nature of the illness?

5. How many children have left the group (s)? Why?

A.M. ____________ P.M. ____________

5. (cont.)

6. For how many children do you have health records?

A.M. ____________ P.M. ____________

7. Describe any problems you have had in attaining health records.

8. How many children do you have on your waiting list?

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M
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EXPANDED KINDERGARTEN TITLE I PROGRAM

PRINCIPAL QUESTIONNAIRE

School P.S. ____________

1. Who makes up the total staff of your Title I Expanded Kindergarten Program?

ROLE	NUMBER PER CLASS	TOTAL NUMBER
Teacher		
Supervisor		
Other		
____________		
____________		
____________		

2. What specific responsibilities have you assumed with this program?

3. How do other school personnel feel about the Expanded Kindergarten Program? Why?

4. What do you feel contributed most to the success of the Expanded Kindergarten Program? Explain.

5. What do you feel prevented you from having the most effective kindergarten program you could envision in your school?

6. All things considered, are you in favor of the program being: (check one)

Continued? ______ Discontinued? ______ Modified? ______

CENTER FOR URBAN EDUCATION

EXPANDED PREKINDERGARTEN PROGRAM

Supervisor Questionnaire

1. What is your major assignment in the school?

2. What has been your role in the prekindergarten program? Specify tasks.

3. Have you had the help of other school personnel in carrying out supervisory tasks in the prekindergarten program? Who, and how have they helped?

4. What in-service training of prekindergarten staff has been carried on?

5. What activities or programs have involved parent participation?

6. How would you judge the competency of the prekindergarten staff in your school? Describe specifically.

7. What kind of housekeeping problems, if any, have you had? (Examples: custodial, maintenance)

Supervisor (continued)

8. What factor(s) contributed most to the success of your prekindergarten program?

9. What factor(s) deterred you from being able to develop the most effective program you could envision?

10. What suggestions do you have for carrying out an even more effective prekindergarten program in your school next year?